SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ARMY INSTITUTE OF EDUCATION

ARMY INSTITUTE OF EDUCATION PLOT M-1, POCKET P-5, NEAR AWHO
SECTOR-CHI, GREATER NOIA GAUTAM BUDH NAGAR, UP (201310)
201310
aie.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Army Institute of Education (AIE) was established in August 2003 with the aim of providing pre-service teacher education to the dependents of Army personnel under the aegis of Army Welfare Education Society (AWES)

The Institute shifted to Greater NOIDA campus from Delhi Cantt on 23 July 2013 and is presently located in Plot M-1, Pocket P-5, Greater NOIDA, Gautam Budh Nagar (UP) at a distance of 3.5 km from Pari Chowk (Adjacent to AWHO Project). The city is well connected to Noida and Delhi by public transport.

Army Institute of Education is affiliated to Guru Gobind Singh Indraprastha University (GGSIPU), Delhi. It is recognized by the National Council for Teacher Education (NCTE) for its Bachelor of Education (B. Ed.) programme and the Rehabilitation Council of India (RCI) for its B.Ed. Special Education (Learning Disability) programme . The Institute is NAAC accredited and is ISO 9001:2015 certified.

With its motto "Pragya, Pratishtha Pragyanam", the Institute has grown as a Centre of Excellence in the Field of Teacher Education. Having a lush green campus spread over nearly 2.92 acres of land in a prime location in the city, Army Institute of Education provides an ideal environment to the aspiring learners for pursuing their studies in education. Army Institute of Education cradles a genuine concern for the pursuit of human enquiry and for the perpetuation of knowledge traditions in an environment conducive to an inspiring teacher education programme.

Vision

To prepare intellectually competent, socially concerned, morally upright and technically inclined teachers who act as catalyst to shape the destiny of India.

Vision of the institute is to provide best quality education to those who aspire to become teachers. To move with the vision efforts are made to involve students in such activities which engage them in holistic,integrated,inclusive enjoyable and engaging teaching learning practices. To develop 21st century skills like ICT skills, scientifuc temprament , social responsiblity in the students ICT based teaching learning practices are followed and skills of using ICT is developed among the students and they are engaged in multiple activities which to give them hands on learning experience.

Mission

To empower prospective teachers through continuum of knowledge and wisdom by equipping them with latest techniques assisted by technology.

Objectives

The objectives of the institute are as follows:-

(a) To impart teacher training facilities to the wards/dependents of the Army personnel including the war widows.

(b) To provide an environment to train teachers that is economically affordable yet qualitatively superior.

(c) To equip trainee teachers with skill-sets that would enable them to integrate into the existing school system with ease.

(d) To develop reflective practitioners in the teaching learning process.

(e) To create teachers with high levels of sensitivities in the domain social and emotional intelligence.

(f) To build on the qualities of National Integration, Tolerance, Justice, Fraternity, Liberty and Equality in the trainee teachers.

(g) To inculcate spiritual values in teachers for their holistic development.

(h) To provide opportunities to explore and discover integration of technology into the teaching learning process.

(i) To acquire the knowledge, attitude and skills about the needs of differently-abled learners in inclusive and special schools.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Transparent Mechanism of Monitoring and Governance**. Annual Directors and Principals Meet, AG's Conference and HOA meeting are held in which agenda points pertaining to the academics and infrastructure are discussed. IMC meeting are held quarterly in which report related to the regular functioning of the college is provided and approvals are given for the progressive projects.

2. Infrastructure: AIE has a Lush Green Campus with Herbal Garden, Yoga Lawn, Amphitheatre, State of Art building with sufficient space for carrying out academic and Curricular activities. 24X7 free Wi-Fi is available in the whole campus. All 7 classrooms, Eight Labs, Conference Room, Seminar Hall, Libraries, ICT Lab, Administrative block are spacious and Ventilated. **Green Campus Initiatives are taken on the regular basis**

3. 100 Percent Placement: Providing campus placement to the students is a unique feature of AIE. AIE has the track record of 100 percent placement.

4. Student Centric Innovative Teaching Learning Practices: Innovative teaching learning practices are integrated by the faculties to encourage student's participation, to learn new teaching methodologies, to get creative ideas of lesson planning and execution. AIE is following all the innovative teaching pedagogies with experiential learning, collaborative learning, maximum participation of diverse learners, ICT integration in lesson execution, problem solving and brainstorming skills etc.

5. Mentor Mentee System: For the Individualized guidance, counselling and handholding of the students a strengthened mentor mentee system is in place. Students are continuously mentored by their respective mentors.

6. Collaboration and Linkages: AIE has strong Linkages with Schools for carrying out the School engagement and Internship program. It has collaboration with hospitals, Rehabilitation centres and NGOs also.

7. Strong Alumni Connect: AIE has a strong Alumni connect. Alumni are invited for the Talks and they share their knowledge and experiences with the students. Alumni also help in the placement of their juniors.

8. Conduction of faculty and student enrichment programs.: AIE regularly conduct faculty and student enrichment programs in the college. Opportunities for participating actively in seminars, webinars, conferences, FDP, workshop etc. Students are also motivated to write research papers in the guidance of their mentors and faculty members.

Institutional Weakness

1. **Non Multidisciplinary Institution:** NEP 2020 focuses more on the existence of Multidisciplinary HEIs. AIE is an interdisciplinary institution running only two teacher education programs B.Ed. and B.Ed. Spl Ed.(LD)
2. **Limited Scope for Expansion of Seats-** The Institute has limited scope for expansion of seats to other defence services and civilians due to the management body policies. Thereby leading to a limited pool of admission intake.

3. **Lack of Govt. Funded Projects:** Faculty are not able to apply for Govt. projects due to their recruitment on contractual basis. Their API score lacks in terms of Government funded projects. It is also affecting the score of college performance under NAAC Criteria No. 3.

4. **Lack of Research Opportunities**- There is lack of research oppotunities due to single Graduation Programme and due to non availability of Research Grant.

Institutional Opportunity

1. **Rich Legacy of the Institution** and strong relationship with schools can help the Institution in achieving objectives expected from higher education institution.

2. **Skill Training Programme**- Collaboration with schools in terms of skill training programmes and knowledge sharing will pave way towards holistic development of the students and strengthening of the placement opportunities for coming batches.

3. **Resource Sharing with the stakeholders**- The available resources of the Institute like Resource Centres of B.Ed Spl Ed, Psychology Lab, Subject specific labs can be shared with the schools and other Teacher Training Institutes for better learning opportunities and to enhance liasion.

4. **Registration of Alumni Association** to contribute towards excellence of the Institution. AIE has a strong Alumni Connect but Alumni association of the college is not registered therefor the structured approach of connecting with the alumni is lacking.

5. **Scope to start Integrated Programme**- As per the notification of GGSIP University, affiliated Institutions can offer Certificate Programmes designed by the Institute. Detailed guidelines regarding these have been put up in the Academic advisory Committee Meeting of the Institute. AIE is envisioning to introduce appropriate Certificate Programme in future.

Further, AIE envisions to start 4 year ITEP course as per the regulations of NEP 2020 it will give more expansion to the institution as well make it more financially viable. AIE has an infrastructure of state of art and hostel facility for boys and girls there is ample infra available for starting of graduation program in the in the institution and making it a Multidisciplinary Institute.

6. Developing MOOC Courses- AIE also envisions to develop MOOC courses in the institution. Faculty and students of AIE have already developed many OERs which are uploaded on the YouTube channel of AIE. More opportunities will be made available in the institute for developing quality content to disseminate to the larger group.

Institutional Challenge

1. Lack of availability of qualified teaching staff in B.Ed. pl. Ed. (LD): There is lack of teaching in B.Ed. Spl. ED. (LD), inspite of executing selection board and following all the processes of selection finding suitable experienced staff has become a challenge.

Appointment of faculty in B.Ed. Spl. ED. (LD) program: B.ED. Spl Ld is comparatively a new field and there are very less suitable & experienced experts available in the field. There is a lack of staff in this field. Inspite of offering good salary and perks it has become a challenge to appoint any suitable qualified staff for this program

2. **Justification of Reserved Category**- Students are not getting the benefits of reserved category from University as the admitted students are from defence category.

3. Undersubscription of the seats: All the seats of AIE are reserved only for Amy Personnel wards and wives only. The area for the pool of admission is quite limited therefore seats in both the programs are undersubscribed which has also effected financial state of the college.

4. **Challenges in converting status from Interdisciplinary to Multidisciplinary Institute**- Attracting students to pursue graduation course at higher fees (that can be availed at low cost from Distance Course) with limited pool of admission might be a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspects form the backbone of any educational institution. The sincerer and dedicated efforts being put into it from all the stakeholders of Army Institute of Education results in enhanced performance and learning by the students. Curriculum of both the courses, i.e., B.Ed and B.Ed Spl Ed Course is designed as per GGSIPU and regulatory bodies i.e., NCTE & RCI Norms. A carefully designed curriculum is acting as a guide to make sure the Institute is heading in the proper direction. Its components are intended to advance notions from the most fundamental to the most complicated ideas or abilities. The working approach of the Army Institute of Education strongly prioritize careful and meticulous curriculum design because only a well-thought-out action can be completed with all of its intended goals. To name a few tactics the institute uses to ensure proper curriculum planning, there is the induction of faculty members into the course objectives during faculty meetings, the creation of a session-wide schedule, and an orientation programme at the start of each session to familiarize the students with the syllabus, the institute, and the curriculum. Reports from the advisory group aid in keeping planning on track and help to improve the action plan. The academic calendar provides a time-based summary of the course. A unit plan is created at the beginning of each semester to plan the timely completion of the syllabus while taking into account the schedule of the study breaks and examinations. In order to monitor delivery and dissemination of the syllabus during the semester, AIE also maintains a practice of having each faculty member submit a syllabus completion report once a month. On occasion, seminars and workshops are organized on pertinent topics. The pupils' learning outcomes are periodically checked with the help of internal assignments and mock exams. The same is being informed to all the stakeholders periodically.

Teaching-learning and Evaluation

Teaching learning process of the institution is comprehensive. It follows the two-way approach of training interns. One is following the curriculum structure as per GGSIPU & on the same time there is a flexibility in executing the curriculum & introducing new pedagogical practices. Faculty has the freedom to opt for applying new pedagogical practices in the classroom. PLO's and CLO's are given due importance throughout the session. Multiple activities like Seminars, Guest Lectures, Webinars, Faculty Development Programme (FDP), Conference, Principal Talk Series, Alumni Talk Series etc. are continuously organized to ensure the attainment of the goals.

For support and student's progression students are actively involved in all the activities in the role of event organizers, rapporteurs, discussants and anchors. Focusing on their Communication skills and orienting them about the recent policies & guidelines in the education system is ensured through special guest lectures & FDP sessions.

Students are prepared for inclusive classroom settings and they are given opportunities to understand various childhood glimpses through Case Studies and Seminars. Students are encouraged to write research papers in related areas and give presentation. For preparing them for the school teaching, micro teaching practice is given to them focusing on different teaching skills and later on training of lesson plan formulation &

delivery of the same in the classroom is ensured by engaging them in simulated teaching practice and discussion, lesson plan. Before sending them to the school, students are taught to frame the objectives, formulation of TLM, formulation of Achievement Test Record,

Text book review and peer group observation. They are observed by their school coordinators, teachers, peers and school Principal. Feedback for improvement in their teaching is continuously given to them.

Interns perform various tasks in schools like conduction of CCA activities, prep of TLM, prep of TT, decoration of notice boards, discipline management, observer & assistance in PTM's, Exam invigilator etc. Students are assessed continuously by taking presentations, observing, through viva voce, discussions and internal written examination. Result of the internal assessment is discussed with them before final exams and accordingly remedial classes are also planned.

Infrastructure and Learning Resources

AIE receives grant from Army Welfare Education Society for development of resources which is being put to maximum benefit and welfare of the students. AIE has a total of approximately 2000 sqmtr build-up area of academic block which includes library, staffroom, computer lab, resource rooms, seminar hall , conference hall, Sports complex, yoga lawn and number of classrooms for B.Ed and B.Ed Special Education students. The Infrastructure is as per the NCTE and RCI requirement of B.Ed and B.Ed Spl Ed Programmes. There are 100 % ICT enabled facilities in our classrooms and seminar hall. Institute is also equipped with a very spacious library comprising of 565.328 sqm for B.Ed students and a B.Ed Special library of 71 sqm. Both the libraries are equipped and updated with latest books, magazines, Journals, education commission reports, policy documents, newspapers etc. The Institute has adopted LibGuru software and it helps to manage the entire library operations from maintaining book records to Issue a book. Important library resources which teachers and students use frequently are EBESCO, DELNET ,Online Indian journal and Drillbit Anti-Plagiarism Software and Library has subscription of all these e - resources. There are 73 computers for academic use and student computer ratio for this academic year is 2:1. The available Internet bandwidth in the campus is 100 MBPS. There are various e-content development facilities like content distribution by PPT, concept maps, mind maps, video lectures, audio embedded videos and also through you tube videos in subjects, class lecture recordings, events recordings etc and also Tally software for administrative use. The AMC of Wordsworth English language lab and AMC of Wifi/internet services at AIE campus are also regularly updated. The condemned items are duly taken off the record with proper procedure under duly appointed Board. The Board of Officers (BOO) is being appointed for purchases of items of higher value. Regular Audits (Joint Assessment Committee formed by GGSIP University, Academic Audit, ISO) and Inspections including Book Inspection, Annual Adm Technical Inspection-AAT Inspection (from Management and other regulatory bodies) ensure transparency and proper functioning and utilisation of the available resources.

Student Support and Progression

The Army Institute of Education is helping and supporting students in different aspects. Our Institution has conducted various capability building programmes,workshops and seminars related career and personal counseling, skill enhancement in academic, technical and organizational aspects, Communicating with persons

of different disabilities.Our Institution has supporting facilities for students such as hostel, ICT resource labs, Library, Parking, Canteen. , Drinking water coolers, toilets, common rooms, Sickroom etc.

Institution has Grievances Redressal Committee and Anti Ragging Committee consisting of faculty members, staff members and student members. These committees works for hearing and resolving the complaints of students.We have zero tolerance mechanism for ragging or any issue pertaining to such incidents.Mentor mentee meetings are held on regular basis to provide attention to the students to address academic or personal issues.Anti ragging Squad : A wing of anti ragging committee visits the whole college to keep a check and to make ensure that no such activities like Ragging or Harassment are practiced in the college premises.

Our Institution timely organizes Sports and cultural events for the students like Sports meet ,Sports day, Ullas the Cultural Fest, competitions related to Music(Singing), Dance, Art & Craft, workshops related to classical music and folk music, Dance : Foot Movement etc. Such activities improve the physical fitness and the mental health of the students.

The Student Council of our College is also active and plays an important role in the institutional functioning.Student members are nominated and elected to various clubs and committees which encourage their participation and maintain transparency.

Army Institute of Education has a non registered but functional Alumni Association.All student teachers that have passed out are the members of this association.The Alumni have been contributing to the development of the institution by actively participating in the Alumni talk series and providing leads for the placement.

We also organize an Alumni meet on a yearly basis, named as ANUSMARAN, where our Alumni are facilitated with the chief of the Army staff award and awards of academic excellence. Our alumni are also promoting us on various social platforms like YouTube Facebook Instagram as a Premier Teacher Educator college.

Governance, Leadership and Management

Army Institute of Education is a teacher education Institute under the governance of Army Welfare Education Society (AWES). The Institute has three-tier commands: (a) Board of Governors and its Executive Committee at Army Headquarters, (b) Board of
Administration at Headquarters Western Command and (c) Institute Management Committee
with a proper functional hierarchy. Chief of the Army Staff (COAS) is the President and Vice
Chief of the Army Staff (VCOAS) as the Vice President constitutes the Governing Body. The
Institute follows Rule books (Blue Book and Yellow Book) of AWES for its institutional practices.
The rule books clearly mention about the various leadership and administrative roles,
decentralised and participative management regarding academics and administration.
The Leadership
Institute is headed by Principal and has a Registrar for administration. Faculty members and Non- teaching staff
are part of all decision makings.

Various committees, cells, and boards are formed to distribute workload among the staff like
Admission, Alumni, Anti Ragging, SGRC, ICC,ELC, R&D,NSS cell, Vocational Education Cell, and Electoral
Literacy Cell, Placement Cell, Sports committee, Discipline Committee etc.

The principal is the chairperson of all committees and cells. In each committee or cell a faculty member or NTS is the convener, and students are members.

The Institute's finances are audited periodically. Grant in Aid (GIA) received from the AWES is used for welfare work of the Institute and the students. Fee payments facilities are made in different modes such as cheques/ NEFT/ UPI.

The Institute Management Committee (IMC) constitutes Chief of Staff (COS) Delhi Area as Chairman, BGS Delhi Area, SO Col, Principal AIE as Members, One Univ Rep, Faculty members in rotation, and Registrar AIE as Member Secy. IMC, AAC (Academic Advisory Committee), and IQAC meetings have staff representations.

The Institute follows NCTE or RCI and UGC guidelines for recruiting Leadership and Staff. The Board of Recruitment consists of the Chairman, a Representative from Western Command, a Representative from the GGSIPU, an Eminent Educationist, the Principal of AIE, a Psychologist, and a Faculty Member.

Institutional Values and Best Practices

- Army Institute of Education is having a lush green campus spread over nearly 2.92 acres, provides an ideal environment to the aspiring learners for pursuing their studies in education. In the last five years, the College has successfully undertaken many innovative practices for environmental sustainability and organized many activities to sensitize society on environment sustainability. The institute has been enlisted as one of the 6750 Swachh Institutions of the country in 2018-19 and had been certified as **'Recognized Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution'** by Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Government of India. The institute achieved **Energy Audit Certificate, Environment Audit Certificate** for 2022-25 and **Green Audit Certificate** with **Platinum Ranking**.
- At AIE, aesthetically designed infrastructure and competent teaching and non-teaching staff provide conducive and learner friendly environment to the students. Existing mentor mentee system of the institute is instrumental in providing scaffolding to the students in personal and academic front. Innovative pedagogical practices according to the needs, abilities, interests, and learning styles of the students are implemented in the institute. Teaching learning activities are planned in such a manner so that students get multiple opportunities to take leadership role, facilitate group work and give presentations on assigned topics using power point presentations, pictographs, concept maps, mind maps; think tanks think Pair Share etc. for experiential learning. Students actively participate in co-curricular activities like annual cultural sports meet, cultural fest **ULLAS**, GGSIP University sports and cultural meet **Anugoonj**, Army Welfare Education Society (AWES) annual cultural Fest Youth fest and bring laurels to the institute.

- **Training and Placement Cell** of AIE provides ample opportunities to the students to hone their skills so that they could evolve as competent teachers to adjust well in contemporary educational organizations. The institute is having a **placement policy** and **Placement Brochure** for maintaining transparency in the placement procedure. TPC organizes various activities such as Personality Development Programme, Mock interviews, Placement drive, Principal Talk, Alumni Talk Series, Witnessing real interviews at APS. As a result of meticulous planning 100% students got placement in various schools pan India.

Research and Outreach Activities

Research as an indicator of high quality & excellence has been the priority of the institute which can be reflected through the plethora of publications including & not limited to original research papers, articles, books & book chapters by the faculty members in the past 5 years. The institute provides full support to any faculty desirous of undertaking research activities/projects through the sanctioned grants & providing a minimum of 50% fee for any FDP, workshop attended by faculty members. Efforts are taken to encourage faculty members to publish their papers in Scopus/peer reviewed journals/UGC Care listed journals etc.

During the past 5 years an extensive time of the institute has been devoted to community with activities like blood donations/organ donation being undertaken frequently. The institute has ties with NGOs & organisations working in for community & with its support has set up blood donations & organ donation awareness camps in the college & nearby schools & villages. From time to time several activities ranging from anaemia awareness camps, organ donation awareness program, Blood donation camp, to cleanliness drives have been conducted by the Institute. The institute has from time & again reached out to nearby villages & collaborated with the local schools there. The Teaching learnings aids prepared by the student teachers of the institute were donated to the nearby schools so that children there can avail the benefits of the teaching aids & further enhance their teaching learning process .The institute through it's active NSS cell have been at front while participating & promoting several Government mission projects from Swachh Bharat Campaign, Yoga, Gender sensitivity, etc. During the global pandemic COVID 19 the institute took to it's shoulder in coming to the front & forming an active task force of approximately 55 students who contributed as volunteers in various fields to actively serve the people in & around us.

The MGNCRE(Mahatma Gandhi National Centre for Rural Education) has also provided a certificate of recognition for the same. The institute has approximately signed 20 MoUs With various education and research agencies in the field if research & education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ARMY INSTITUTE OF EDUCATION
Address	Army Institute of Education Plot M-1, Pocket P-5, Near AWHO Sector-Chi, Greater NOIA Gautam Budh Nagar, UP (201310)
City	Greater NOIDA
State	Uttar pradesh
Pin	201310
Website	aie.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Abhilasha Gautam	0120-2343741	9953925354	-	principal.aie@awesindia.edu.in
IQAC / CIQA coordinator	Babita Bhardwaj	0120-2343742	9868218513	-	babita868@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Delhi	Guru Gobind Singh Indraprashtha University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	24-05-2010	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	11-03-2015	120	Valid for ever as it was a one time approval given by NCTE
RCI	View Document	10-03-2022	24	AIE was approved by RCI in two thousand seventeen for running BEd special Than approval was renewed after RCI inspection

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Army Institute of Education Plot M-1, Pocket P-5, Near AWHO Sector-Chi, Greater NOIA Gautam Budh Nagar, UP (201310)	Urban	2.92	7750.159

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education	24	Graduate	English + Hindi	100	85
UG	BEdSplEd,Special Education	24	Graduate	English + Hindi	30	8

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				1				16
Recruited	0	0	0	0	1	0	0	1	4	7	0	11
Yet to Recruit				0				0				5
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				12
Recruited	11	1	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

	Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	1	4	0	6
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

	Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	2	0	3

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	1. AIE is an Interdisciplinary Institution with two programs in it B.Ed. and B.Ed.Spl. Ed. (LD) both the programs are of the Education Discipline. 2. A survey has been conducted to introduce graduation program in AIE. Demand survey was conducted on Army Personnel wards studying in Army Public Schools. The survey was conducted on a selected sample because only Army Personnel wards can take admission in the college. 3. Institution is preparing to introduce the graduation program in the upcoming session under the affiliation of GGSIPU. Action for the same is in hand. 4. The point was also discussed in Academic Advisory Committee (AAC) Meeting also , in which invited experts and committee

	members also favoured introduction of graduation program in AIE.
2. Academic bank of credits (ABC):	GGSIPU has sent notice for registering in ABC, the notice has been conveyed to the students and action is in process.
3. Skill development:	1.AIE is a teacher Education Institution in which skill development is given due importance. Various skills like communication skill, ICT skills, Life Skills , Negotiation Skills, Art and Craft skills, Dance and Drama skills, Teaching Skills are developed in the students by conducting multiple activities. 2. Communication Skills : Language lab of AIE consist Wordsworth English Language software in which students can do practice of English language skills. Students are motivated to organise engaging assemblies in which all students come forward with their presentations as it is mandatory for them all to participate. Students are given multiple opportunities to perform on and back stage during academic and cocurricular activities. All the domains verbal and non verbal of communication are catered. Students are taught to do reflective writing, Report writing, Creative writing etc. 3. ICT Skill: ICT skills are developed in the students under subject code BED109 and BEDSE111. Application of ICT in the classroom is taught to the students. Students learn to develop multimedia lesson plans and use of online Evaluation tools in the classroom. Microsoft training program is also organised for he students in which MS word training is given to them and certificate is also provided. 4. Life Skills: Life skills cell of the institution engage students in various such activities which help them to develop soft skills in them. 15 days Personality development is also organised for the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	1. Teaching of contemporary Indian Education system is one of the most important part of curriculum structure. Indian Education system, knowledge base, value system and ethos are taught under the subject code BED103, BED104, BEDSE103 . Students reflect upon the thought of various Indian and western philosophers and explore the implications of the concepts involved in educational practice. Students are taught Epistemological basis of the society and its integration in their daily practice. 2. Socio Cultural

	contexts of Indian Education system is taught to the students and they are given opportunities to reflect upon the social and cultural issues of Indian Education. 3. Inculcation of Indian Ethos and values is imbibed in the curriculum structure. At the same time Indian cultural festivals are celebrated in the institution with a secular feeling students are encouraged to take participation in all the festivals and a feeling of integration and brotherhood is generated among all. 4.To celebrate Indian Art and Music various competitions are organised, students participate and describe various art formations.
5. Focus on Outcome based education (OBE):	1.Focus of the curriculum is on Outcome based Education, GGSIPU has structured Learning Outcomes for B.Ed. Program and Learning Outcomes of B.Ed. Spl. Education have been designed on the basis of the proposed syllabus and curriculum. 2. It is evident for a teacher to be engaged in all such activities which help into create classroom situations lively and engaging. Only theoretical concepts can never suffice the demand of teaching field . To be an engaging and dynamic teacher an aspirant should be given all the exposure of curricular and cocurricular activities by giving him hands on experiences of all those activities that is expected from him in the schools. Academic calendar is planned according to the proposed academic calendar of GGSIPU for a given session. Activities are designed in the beginning of each session for timely execution. 3. Subject specific activities are carried out by the respective subject teachers in and outside the classroom to ensure the attainment of subject specific objectives and Learning Outcomes. Objectives are predefined to the students in the beginning of each concept and teaching and related activities are planned accordingly. Maximum students participation is ensured. Various pedagogical practices are opted by the faculty members to ensure the holistic development of learners. Classroom teaching includes Group and Individual discussion with the students, ICT based teaching learning practices, Use of Multimedia for Presentation, Individual and Group Presentation of the students, written assignment submission, Experiential learning task. . Some innovative pedagogical practices ensuring OBE followed by the teachers are Think Tank activity, Pair Share, Concept mapping, Mind

	map, Book analysis, debateRole Plays, Group discussions, writing case studies etc. Students learn to perform individually as well in group. 4. To develop communication skills among them in addition to the above mentioned activities students are continuously involved in the organisation of cocurricular activities. They are not only to encouraged to participate in various co curricular activities on stage but keeping in view individual differences and interest areas and preferences of the students they are give back stage task also like of Designing brochure and certificate for the event, stage decoration, anchoring, report writing, discipline maintenance etc. 5. Continuous evaluation is done in the form of presentation, internal assignment, internal written exams and practical and timely feedback is provided to the students. Remedial teaching is also planned for the students according to their need and identified week areas.
6. Distance education/online education:	1. Both programs in AIE are affiliated to GGSIPU. Both programs are regular and full time as their is no provision of distance education in GGSIPU. Classes are conducted in face to face mode as per university norms and curriculum structure. 2. Online classes were held during Covid-19 Pandemic situation. From March 2020 to March 2022 classes were held in the online mode. Online platforms like Zoom, Google meet, Google Classrooms and MS Teams were used for the conduction of classes and for organisation of various co curricular activities. Many activities were also streamlined live on the You Tube channel of the college. 3. Faculty and Students developed OER's at present their are 20000 subscribers of AIE You Tube Channel. 4. National Level Seminar was also conducted in Hybrid mode to cater the needs of distant research scholars and paper presenters. 5. There is a regular practice of conducting online classes during weekends. MS Teams platform is used to share notes and study material with students. 6. MOOCs are the integral part of curriculum as per the updated curriculum structure of B.Ed. Students have to appear in five MOOCs courses during two years of B.Ed. Program. Students are also encouraged to attend more such programs available in the online mode.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
151	153	161	195	181

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
130	130	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
130	130	100	100	100

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
96	65	96	99	82

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
96	65	96	99	82

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
73	96	65	96	99

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	15	15	13

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	16	16	16

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
69.01034	65.10137	90.53189	104.82707	74.00178

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 73

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

Curriculum is designed as per GGSIPU and regulatory bodies i.e., NCTE & RCI Norms

Institution has regular in house pratice of planning and implementation of curriculum offered by the University. Some of the good practices are as follows:

IQAC Meetings- Main agenda points for the entire session are being discussed and Plan of Action is formulated.

- ○ - Before commencement of the Academic Session, faculty is oriented towards the curricular and co-curricular activities. Students are oriented with the course overview at the time of Orientation Programme.

Academic calendar gives an overview of **B.Ed and B.Ed Spl Ed course**. It includes

- Observation &celebration of all days of national and social importance.

- Observation of all activities that are enlisted in the University Planner (NSS activities, Curricular and Co-curricular activities, Sports activities and Cultural activities- Inter Collegiate competitions).

- Organization of Faculty Enrichment Programmes and Student Personality Development Programme · Incorporation and organizing of National Seminar, International Conferences, FDP, Workshops etc

Unit plan is made at the beginning of each semester to ensure completion of syllabus well on time keeping the slots for preparatory holidays and public holidays.

Monthly Syllabus Completion Report enables every faculty member to plan, pace the teaching and do course correction if needed.

Feedback of teaching- Regular feedback is given to teachers by Principal and peer teachers and ideas are shared for making transaction of curriculum more vibrant. Feedback is also taken from students & management to improve teaching learning process.

Time Table is prepared on Weekly basis which is a balanced mix of curricular and co-curricular activities.

Academic Advisory Committee meets regularly to ensure that the course content for the programme is regularly reviewed and suggestions are given to faculty for further improvement.

Regular faculty meetings on curriculum planning, transaction and delivery are held. Every meeting that is conducted is minuted and shared with the faculty.

Documentation – Event Reports, Lesson plan diaries, simulation diaries, discussion plans, printing of college Magazine (Vivaksha), Annual Journal (Eduspectra), Biannual Newsletter (Sanklan), every event is documented and filed properly.

Assignments, Internal Examination, Mock Viva- Assignments based on curriculum are given to check their academic progress. Internal examination is planned as per University guidelines.

Local context/ situation is being taken into consideration in implementing the curriculum.

Workshops & Awareness Camps are being conducted in the nearby villages and local community. **Awareness Rallies** were being taken out to sensitize public on Electoral duties, environment & resources preservation etc.

Needs of the schools are also taken into consideration while preparing the students for their future profession. Curricular and professional requirements are taken care of through training and mentoring. Principal Talk & Alumni Talks are being organised. Students are also encouraged for participation in **Intercollegiate competitions** to understand the diversity in learning process which will broaden their perspective.

Internships- Schools are connected through mail and personal visits, discussion with school authorities on curricular, CCA and other related tasks are undertaken.

Sensitization towards natural environment is developed indirectly by taking classes, Morning assemblies and other activities in natural setup.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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 last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2.   Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document	
Paste link for additional information	View Document	

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

Response: 100

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
13	16	16	17	14

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
13	16	16	17	14

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 4

1.2.2.1 **Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 48.87

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
63	88	65	96	99

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)	

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 1.9

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	6	5	4	0

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)	

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

Response:

Curriculum of B.Ed & B.Ed Spl Ed Course comprises of:

A Fundamental & Coherent Understanding of the Field of Teacher Education

AIE provides its students not only with curricular aspects of knowledge but also with various co- curricular aspects for fullest developments of all students. AIE has a wide range of clubs and committees such as Arts and Aesthetic, Research and Development Club, Sports Club, Dramatics Club, Ek Bharat Shrestha Bharat Club which organises different activities throughout 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 (Combined Screening Board) etc. Student-teachers also created various OERs in the courses which are uploaded on the Institute's website.

Skills- The training that student-teachers had undergone during the B.Ed training programme had improved the skills like- communication skills (by regular participation in Morning assembly, Events, student-presentations in the class etc). 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 (by organising various events, participation not only as performers but also as the organising team members, conducting Morning Assemblies, student-editors in various publications etc). These actives help students to take active part and learn cooperation, team work, organising skill, communication skill among others.

Values & Attitude- Encouragement to student-teachers for participation in community service, celebration of all the festivals through Morning Assemblies and Special Activities, observance of special days develops the feeling of togetherness and unity among them. 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.

Procedural Knowledge that Creates Teachers for Different Levels of School Education Skills that are Specific to One's Chosen Specialization

School Education is one of the strategic field which deals with human resources. The skill sets required for a teacher had undergone drastic change. Today's teachers need not only be well conversant with the content but also with the upcoming pedagogic methodology, ICT skills, understanding of child psychology, modern teaching approaches etc.

Army Institute of Education encompasses all the strategic requirements and curriculum is planned and executed in a very meticulous & planned way. Apart from giving theoretical background to child psychology, curriculum, inclusion and other contemporary topics, Institution focus on the refinement of teaching skills and undertakes rigorous pre- Internship strategies of Microteaching, Simulated Teaching, Discussion Plans, TLMs, ICT Plans to name a few. Practice and exposure given to prepare Lesson Plans on

Evaluation Approach, Constructivist Approach. Feedback is given simultaneously to the student-teacher for improvement. The practised skill is then utilised and incorporated during PSE and School Internship. The students are also encouraged to take up Case Studies, and other Projects where the knowledge can be utilised.

Capability to Extrapolate from What One Has Learnt and Apply Acquired Competencies

Apart from giving theoretical background to child psychology, curriculum, inclusion and other contemporary topics, Institution focus on the refinement of teaching skills and undertakes rigorous pre-Internship strategies of Microteaching, Simulated Teaching, Discussion Plans, TLMs, ICT Plans to name a few. Practice and exposure given to prepare Lesson Plans on Evaluation Approach, Constructivist Approach. Feedback is given simultaneously to the student-teacher for improvement. The practised skill is then utilised and incorporated during PSE and School Internship. The students are also encouraged to take up Case Studies, Reflective Journal writing and other Projects where the knowledge can be utilised. Student-teachers are encouraged to participate and present paper in National Seminar and Conferences. Their participation in Inter Collegiate events is an example of confidence in one's acquired skills.

Curricular Thrust to Achieve Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with Others etc

Army Institute of Education is focusing on holistic development of the students. Keeping in mind the same, various curricular and co-curricular activities are being planned during the session.

Communication Skills- Focus on student's participation in Morning Assembly, academic discussion in the classroom, Personality Development Programmes are to name a few.

Critical Thinking- Curriculum is so designed that it encourages critical analysis among the students. Various tasks under Preliminary School Engagement & School Internship Program ensures analysing on various aspects critically. For eg, writing Reflective Journal on their daily experiences, analysis of the School Infrastructure, Assessment and Evaluation Techniques, Role & Responsibilities of School staff, Text Book Analysis are some of the tasks that generate critical approach among the learners.

Collaboration with Others- Students are encouraged to take up Group Activities in various Course Papers, they are also given the organising duties under various events being organised by the Institute and also collaborative participation in Inter Collegiate Competitions, Inter House Events, Student Seminar, Paper Presentations etc

Emotional Intelligence- Various Workshops are being held by the Institute to sensitize the students towards arts & aesthetics, environmental safeguarding, where Life Skill Club & Eco Club of the Institute organises various activities, NSS activities are being regularly conducted, Gratitude Workshops are being held under PDP sessions. Various Clubs of the Institute are organising various events that contribute in strengthening of these skills.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

AIE has **Internship Programme** for **B.Ed & B.Ed Spl Ed Course** spread over three semesters as PSE I, PSE II and SIP, 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 their Assessment Systems Norms and standards.

During the Internships, student-teachers prepare various documents like Text Book Analysis, Reading & Reflecting on Texts, Journal on Co-Curricular activities, School Infrastructure, Roles & Responsibilities of School Staff, CCE, Assessment & Evaluation, Guidance & Counselling, Environmental Education, School Leadership, developing Multi Media Lesson Plans to cater to the increasing technical demands of the workplace etc.

Students of B.Ed and B.Ed Spl Ed programmes are being familiarized with the diversities in schools, by attaching them in **inclusive and special schools**. The learning gained through the first hand experiences provide the valuable insights and pave way for better learning.

Curriculum of both the programmes is planned in such a way that students are given chance to know about various school systems through preliminary engagement in Phase I & Phase II and also by inducting them under various schools during School Internship Programmes.

PSE I & II, BED152- Subject Specific details as per points in the NAAC.

Pedagogy Papers are equipped with the current advancements at the school, comparison between various boards syllabus, Lesson Planning, Methods and Techniques of teaching, new pedagogic ideas, Learning resources, evaluation & assessment techniques to name a few.

Alumni Talk Series are conducted regularly to strengthen the connect between the alumni and the students and also between the alumni and the Institution. Sharing of the personal experiences and requirements of the schools are being discussed with the students.

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.

International Internship- Students are being given opportunity to undertake Internship on International platform. Memorandum of Association with International Schools like Dubai Scholars and Woolverhampton, UK, was fruitful during the period, where 4 students (2 from Batch 2015-17 and 2 from Batch 2016-18) were given opportunity to undergo Overseas Internship at Scholars International Group, Dubai, UAE from 12-17 Mar 2017 & 10-16 Mar 2018 respectively.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

AIE offers its students of B.Ed & B.Ed Spl Ed Course a wide range of exposure and learning through various curricular and co-curricular activities. Active participation in the Morning Assembly, in Co-curricular activities, organising various events, Internship at various schools during PSE and SIP are just a few areas that prepares them for the future roles and make them adept in the varied responsibilities they need to take up in the school.

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.

Student-teachers are part of various academic and administrative bodies for the smooth functioning of the Institute. They are part of various Clubs (Literary, Eco, Sports, R&D, Innovative, Cultural, Life Skills, Art Aesthetic, Ek Bharat Shreshtha Bharat Club), Committees (Anti- Ragging Committee, Grievance Redressal Committee, Discipline Committee, Research and Development Committee, Internal Committee for students with disabilities in the Institute, Training and Placement Committee, Hostel Committee).

Student-teachers actively coordinate in the functioning of various academic and administrative bodies by ensuring active participation from both the Batches. Apart from giving the sense of involvement, it gives sense of belongingness and commitment towards their duties. They also organise sports activities, excursion activities, cultural activities through proper planning, distribution of work, liaison, arrangement of resources and team work. They are also a part of management decisions where 2 student-teacher representative from both the Batches are part of regular Institute Management Committee (IMC) Meetings being held. Their view points are also being taken into consideration. Student's feedback is taken for Principal and Faculty in order to improvise with the teaching pedagogies, methodologies and other important managerial aspects. They are part of Hostel Committee where they take part in maintaining discipline in the hostel, deciding of menu and other day to day functioning of the hostel.

These activities enable the students to develop understanding of the interconnectedness of the various learning engagements and make them ready for the professional field.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

    1. Students
    2. Teachers
    3. Employers
    4. Alumni
    5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 78

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 0

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)
Any other relevant information	[View Document](#)

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..

Response:

AIE organizes Orientation programs for each batch at the commencement of the session to identify the students' needs, their interest areas and to assess the students' outcomes. In the orientation programs different curricular and co-curricular activities are planned in such a manner so that every student gets a chance to showcase his/her strengths, rectify shortcomings and as per the proper recommendations, support from the faculties they will start working towards their target goals. Self-Introduction during orientation helps them to know about their self-confidence level, voice modulation, and motivation evel. Similarly, various activities related to communication skills, ICT skills, Self Confidence & Self-esteem, Teamwork capabilities, Ice-breaking session, Quizzes, Games & Talent hunt etc. are conducted. The happiness scores of each student is assessed by administering a questionnaire (**Oxford Happiness Assessment Scale)** and ICT application skills by administering an **ICT Test**. For enhancement of ICT Knowledge skills, ICT based tools & software's orientations and application exposure is provided to the students. They also get the opportunity to complete the Microsoft certification course, learn to create digital story, experience flipped classroom learning etc.

All the students get unbiased and fair chance to enroll themselves in the different Clubs/ Committee. Elections are held to choose the representatives of classes, houses, clubs & committees. To cater the needs of the students at every point, Mentor-Mentee meetings are held on weekly basis. During the Mentor Mentee meeting, student teachers share their academic and personal issues with the mentor and the mentor provides guidance, whenever required. Constant support & proper guidance are provided to the student teachers by their mentors and Guidance Cell Committee. Guidance - Counseling sessions are planned in

which invited experts & faculties facilitae students to address the important issues.The issues which cannot be resolved in mentor mentee meetings are communicated to the Principal for further action.

Different workshops, seminars, webinars, conclaves, National & International seminars are planned for student teachers on various topics to enhance their knowledge and to hone their skills. Student teachers also get the chance to anchor the events, and organize the events under the guidance of faculties. Value education is provided to inculcate good value system in their personality. Many life skills and training sessions are provided to them, through the provision of the Elective Courses, Guest Lectures etc.

AIE provides enriched exposures to the students to go for practical internships, have classroom teaching practice exposure, absorb the environment and become a good Inclusive educator and develop certain ethics which are important for their profession.

Extra classes are provided to the students as and when need arises to support the students to cover the syllabus which they might have missed because of health concerns or participation in any co-curricular activity. For students' continuous evaluation, AIE conducts internal examinations for better learning and understanding processes and a brief meeting is conducted with the Principal, to discuss students' achievements and areas where there is scope of iprovement. Remedial classes are arranged to address subject specific weaknesses of the students.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 13:1

2.2.4.1 **Number of mentors in the Institution**

Response: 12

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

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

Response:

Multiple mode approach to teaching-learning is adopted by teachers at AIE which focuses on the alround holistic development of the students. Variety of experinces are provided to students for enhancing student learning process.

Teachers adopt various methods, techniques, activities,and teaching- learning styles which include experiential learning, brainstorming, problem solving, group discussions, participative and online learning.

AIE is providing hands-on experiences and reflections to the students by engaging them in the process of learning by doing. Experiential forms of learning include culminating experiences such as school internships programme, community service, reflective journal writing, role plays, web diagrams, research studies, etc. to understand real world situations and are able to connect the theories in a real classroom. Exposure has been provided to the student teachers to manifest their skills by execution of lesson plans, micro teaching, designing Individualized Educational Plans (IEPs) at school internship. Activities related to community, activity for Children with Special Needs etc. are providing experiential inputs to students.

AIE ensures to address student centric approaches to enhance their learning process and creativity by engaging in small group activities with a focus on the development of teaching skills. In participative learning, meaningful learning takes place with active participation. Online workshops & classes, awareness programmes, exhibitions, Think Tank activity, workbooks, language games, videos screening & diagnosis, digital stories etc. have been conducted conducted at AIE. Students are encouraged to participate in the discussions, exploring material from different sources & sites.

For developing problem solving skills & brainstorming skills among the student teachers different activities are planned to cater the needs of every student. Exposure to design real case studies of Children with Special Needs have been provided, E-portfolios designing ,making presentation, IEPs case studies ,critical reviews,quizez, to answer the situational based questions for developing better understanding, etc. are enhancing skills among the students. Conducting experiments in their pedagogy subjects adds opportunity for learning in problem solving methods.

Group discussions activities are regularly organized for student teachers for improving their communication skills. Student teachers get opportunities for improving their communication skills throgh Mentor mentee meetings, group discussion on topic allotted, debates, house wise morning assembly, participation in special activities, workshops, seminars, webinars etc. Students also get the opportunity to participate group activities like think- pair-share, group presentations and pictorial presentation.

Different online seminars, webinars, awareness programs & events are conducted by AIE. Students are getting the opportunity to organize the online events, participate in the webinars, and upgrade their ICT knowledge. Online classes are scheduled on second & fourth Saturdays for students. During online presentation students get exposure to integrate various ICT tools in their lesson plan execution. Students of B.Ed.Spl.Ed. get the opportunity to participate in the virtual exhibition of Assistive aids and devices,and each student has participated in National & International seminars on hybrid mode of learning. Student teachers are encouraged to enroll themselves on MOOCs learning and other online/hybrid courses.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Link for additional information	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	15	15	13

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 63.58

2.3.3.1 **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 96

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

2.3.4 ICT support is used by students in various learning situations such as

　　1. Understanding theory courses

2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Faculty members and Principal, AIE provide continual mentoring for developing professional attributes in students. The institute has a culture to organize and conduct morning assembly on a daily basis to enhance the ability to work in a group, learn about ethics, morals and values, learn from their peers and be supportive to each other. The institute has 4 houses and the students are divided among all four houses and each house conducts morning assembly under the guidance of the house In charge. AIE has different clubs and committees where the students get the chance to participate in various curricular & co curricular activities. Clubs like Ek Bharat Sreshtha Bharat, Eco club, Research and Development, Dance and Literacy club etc. organize programmes on days of importance including International Girl Child Day & Persons with Disabilities Day, Day for Zero discrimination etc. Special activities are conducted by students during morning assembly which encompasses both curricular and co-curricular aspects.

Different workshops, events, seminars are conducted to give them exposure of hands on experiences, participate in the discussions, ask their queries and develop their understanding about the topic and upgrade their knowledge about the recent developments. Hybrid learning exposureis also provided to all. Organizing the events is also part of their curriculum which helps to build the management skills, team work, balancing the academics and other activities appropriately.

Academic assignments and tasks are given to the students with a fixed date of submission to develop time management and instruction taking skills among the students.

Internal Examination, Mock Viva, assignments are conducted based on the curriculum.

To check their academic progress, Internal examination is planned as per the University Guidelines.

MOOC courses and other elective courses orientation are given to students to motivate them to learn and upgrade their knowledge.

AIE provides mentoring to the students and assists them for better academics and overall development of personality. Advance planning of activities helps in smooth transition and transaction of knowledge. To cater the needs of the students, Mentor-Mentee meetings are planned on a weekly basis. With the support and guidance of their allotted Mentors, student teachers can share their achievements, personal or curriculum related issues or any feedback they are concerned about. Constant support & proper guidance are provided to the student teachers by their mentors.

We are providing enriched exposures to our students to go for practical internships, have

Classroom teaching opportunity during School Internship Programme provides exposure which helps in developing certain ethics which are important for teaching profession. Students are getting enough exposure to plan and execute micro teaching skills, lesson plan executions, designing IEPs and conduct detailed case studies of Children with special needs.

Preparing students for professional life is an important part of the institute's planning to make them independent and utilize their learning in a fruitful manner. Students are trained and orientated about the placement process and their mock interviews are scheduled to give them experience to face the job interviews.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

**2.3.6 Institution provides exposure to students about recent developments in the field of education through 1.	Special lectures by experts 2.	'Book reading' & discussion on it 3.	Discussion on recent policies & regulations 4.	Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6.	Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Teaching learning activities at AIE are planned and executed in such a manner so that creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. could be nurtured among the students. Two cases showcasing teachers' efforts to imbibe above mentioned skills are as under:

Case Studies-As the part of the school internship programme the student teachers of B.Ed. special education have conducted case study on Children with Special Needs. Observed the student behaviour and interacted with the parents with an interview schedule. The case study format was discussed with the students. Students themselves developed an observation schedule under the supervision of the faculty. The reports were presented by the students. Through the case studies the students identified that various prenatal and perinatal reasons are there which are affecting a child. The lag in attaining milestones are some of the indicators and early identification of the developmental milestones helps in giving better environment for such children. This type of experience which the students derived through case studies helped them for developing empathy to be an inclusive teacher and as an inclusive citizen.As the part of the school internship programme the student teachers of B.Ed. special education have conducted case study on Children with Special Needs. Observed the student behaviour and interacted with the parents with an interview schedule. The case study format was discussed with the students. Students themselves developed an observation schedule under the supervision of the faculty. The reports were presented by the students. Through the case studies the students identified that various prenatal and perinatal reasons are there which are affecting a child. The lag in attaining milestones are some of the indicators and early identification of the developmental milestones helps in giving better environment for such children. This type of experience which the students derived through case studies helped them for developing empathy to be an inclusive teacher and as an inclusive citizen.

AIE Annual Cultural Fest ULLAS- AIE organizes Annual Cultural fest showcasing **students'** creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. Senior Batch students plan, organize and execute the whole programme under the guidance of faculty cultural committee

in charge. They guide, mentor and facilitate junior batch students to participate in various events scheduled for the event. In the year 2022 three days ULLAS was organized from 11-13 May 2022 under the theme **Azadi Ka Amrit Mahotsav** at two levels i.e. Intercollegiate and Inter house. The objectives of Inter House competitions were to showcase the students' talents, learning to work in group, learn to organize event, learn to prepare criteria of judgement, to appreciate cultural heritage of India and to contribute to the cultural heritage by ones' own inputs. Various competitions like Debate, Poem recitation, poster making, photography, creative writing, solo dance, group dance, singing, decorative planter, nukkad natak, and fashion show were organized in which junior batch students (excluding fashion show) participated enthusiastically. In Inter house competitions all the four houses viz. Pragya, Pragyanam, Pratishtha, Pratigya participated with full zeal. Many students from other institutions also participated in the competitions. Students' direct involvement in the event encouraged them to come up with innovative ways of execution of different activities, problem solving, creativity with a focus on holistic development. As the students had to work in group, it helped in enhancing their empathy and sympathy for others. They also developed necessary life skills, cognitive thinking and problem solving skills among students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)	

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)	

2.4.3 Competency of effective communication is developed in students through several activities such as

> **1. Workshop sessions for effective communication**
> **2. Simulated sessions for practicing communication in different situations**
> **3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
> **4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

    1. Planning and scheduling academic, cultural and sports events in school
    2. Planning and execution of community related events
    3. Building teams and helping them to participate
    4. Involvement in preparatory arrangements
    5. Executing/conducting the event

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.7 A variety of assignments given and assessed for theory courses through

    1. Library work
    2. Field exploration
    3. Hands-on activity
    4. Preparation of term paper
    5. Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Student teachers are prepared to get engaged with the schools right from the beginning of their program. They are oriented about PSE and SIP during the orientation day.

Preliminary School Engagement (PSE I and II)- Students are sent in he schools for two weeks in Sem I. In Sem I students are sent to observe rregular classroom teaching with respect to pedagogical praftics and classroom management techniques used by the teachers. Reflection on role and resposiblities of different school staff is being written by the student teachers. They also write a critical study of the infrastructural facilities available in the school for better understanding of the school system.They also undertake field activities pertaining to the practical's during this period. During Sem. II student teachers organize co curricular activities and they record the experience and reflect it in their reflective journal. Action research is also being carried out by them based on different aspects of schools and school teachinh learning based problems. They also observe the assessment system followed in the schools and for the critical analysis of the same views of teachers via interview or questionnaire is being taken by the student teachers.

School Intership Program: In the beginning of the semester III student teachers are oriented for all the activities that they are to carry out in the schools. In the beginning of Sem III student teachers are given training of **micro teaching skills, framing of objectives, reviewing of text books, preparing achievement test records, making multimedia lesson plans, use of teaching aids etc.** After orientig the students for an appropriate classroom management system students are sent to the school for four months school internsip training. A well planned structure TT is framed to pretrained them for the school system before sending them to the school.

Schools are approached at least 15 days before the start of the internship a detailed letter with all the necessary activities that they are supposed to make is sent to the school principals. Students list with their teaching subjects is sent to the school for the further necessary action. After acceptance from the school students are oriented about school timings and code of conduct to be followed by the schools. A faculty coordinator gets associated with every group of the interns. Faculty coordinators often visit schools for observing students in their resective classes durinf yeaching practice. They are given feedback in written and their work is continuously assessed. A school coordinator is associated with the students to lead them in the school according to school system. Students are also asked to report in the college on alternative days for discussion lesson plans and to discuss their queries from teachers. They are than guided by the teachers as per the requirement.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 8

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 12

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View Document](#)
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

AIE adopts effective planning to monitor internship programme. Students are engaged in two weeks Preliminary School Engagement(PSE) during first and second semesters to exclusively observe curricular and co-curricular activities. PSE engagement prepares students to face real classroom challenges diligently during four months' School Internship Programme(SIP)**.** Monitoring of SIP functions at multi-level. It starts with Micro Teaching session in which student teachers practice 9-10 microteaching skills under the supervision of the faculty. Teachers demonstrate micro and macro lesson plan for better understanding of teaching skills. After microteaching session student teachers undergo simulated teaching wherein they present five lessons in each pedagogy. Student teachers under the guidance of subject teacher learn modalities of subject related classroom teaching learning process. Students are attached with different schools for School Internship Programme under the supervision of faculty Incharge. Complete list of students along with their teaching subjects and responsibilities, is shared with the schools which helps the schools to assign concerned subject teacher to the students. Faculty members from the institute visit the schools allotted to them to supervise the students and to provide verbal and written feedback to them as per their performance. They are encouraged to use innovative pedagogical practices in the classrooms. Subject teacher from the school also keep a close check on the progress of the interns and update the concern faculty in charge as and when required. During internship peer feedback is also taken. They are also called in the institute after school hours, if required, as the college is residential and timely suggestions are provided by their respective subject teachers. School principals also closely observe the interns and their valuable feedback helps in honing their teaching skills.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 84.09

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 33.78

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 5

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

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 0.67

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

Response: 10

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

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Teachers keep themselves upgraded by engaginging themselves in professional development programs.Various inhouse programs and outside college professional events are attended by the faculty

members. College appreciates and supports them in their professional development. AIE has the leagcy of sharing knowledge experiences. Those who attend such programs discuss their experiences in the in house formal or informal meetings.

Seminars and Conferences: Faculty members attend Seminars, Conferences, Webinars of National and International levels in online or offline mode. Support id being provided to them attend such events. They are given financial assistance as well on duty leaves or relaxation in Time Tble for attending such events. Support is given to them in writing research papers or contributing chapters and articles in books. There is professional environment wherin all can discuss ideas freely. They are also motivated to organise such events in the college and actively perform as convenor and coordinators in organising Seminars and Conferences in the college.

Students are also motivated by theri mentors in writing research papers, articles and present papers in the seminars and conferences.

Faculty Development Program: Attending FDPs also help faculty members to get acquainted with the latest development in the field of education.On an average each faculty attends two FDPs during one academic session. They also apply the learnings in the classrooms and also share the experience with each other.Faculty also take innitiative in arranging the resource persons for organisation of such events

Orientation Program: There is a structured flow of information related to the development and changes in the curriculum of GGSIPU are discussed inthe faculty meetings in a unified manner as and when required.

Active role of Research and Development Cell: Research and Developmemt cell of AIE actively organises research oriented programs for students and Faculty mambers. Suggestion is taken from all faculty members for the topic on which such programs are conducted. An open platform is also given to them to discuss their research activities in which suggestions are given to them related to the respective topics.

Organisation of Guest Lectures and Workshop: Faculty members take inntiatives in organisation of guest lectures and workshop they forward the names of experts reltaed to their respective subjects and if found appropriate in accordance with the need and requirement of curriculum and students approval is given to organise such activities.

Active appearance as guest speakers and resource persons: Faculty is invited by other instituitions as guest speakers and to deliver lectures on current policies and education systems. Faculty Development Research Cell of AWES also invite AIE faculty members to give special guest lectures to faculty members and principals of Army Public Schools. Expert faculty members are also invited by organisatiion like NIOS for online lectures.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Continuous Internal Evaluation(CIE) of student learning in the institution

The Institution continuously assesses performances of students in the following aspects i.e. (i) Curricular Activities, and (ii) Co-curricular Activities.

(I) CIE of curricular activities comprises following components-

1. Assignments - In each theory course one written assignment.

2. Internal Examinations - In each theory course minimum one Internal examination.

3. Reflective Journal- In internship duration students reflect their school experience in the form of a journal.

4. TLM and Working Model- For practice teaching (Micro Teaching, Simulation, Discussion, and Internship) students prepare TLMs and models.

(II) CIE of co-curricular activities comprises following components-

1. Inter house / Inter collegiate competitions: Students are evaluated on the basis of their performance in competition at college level, inter college level, and university level activities in arts and sports. AIE conducts one cultural fest "Ullas" and one sports meet annually. The students participate in AWES Youth Festivals and GGSIP Univerity's cultural and sports events. Debate, poem recitation, essay writing, Mandala / Warli art painting, dance, music, etc are the major competitions in cultural events. In sports Basketball, Volleyball, Kabadi, Race, Relay, Badminton, Table Tennis, Chess, Discus throw competitions are held.

3. Seminar/ Research Papers- Seminar papers and research paper publications of students are counted for overall assessment of students achievements. AIE conducts one national and one international seminar annually. Seminar papers published in the form of proceedings with an ISBN.

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

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)
Link for additional information	[View Document](#)

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Students grievance redressal cell (SGRC) looks after the complaints received from the students. The members of Students grievance redressal cell meet within 24 hours to resolve the issues. The complaints are forwarded through proper channel ie. mentor, Batch coordinator and Principal. Students can directly contact the SGRC convener and members in case of any urgency. SGRC convener's contact number is displayed on the campus notice board as well as on the college website.

Exam related issues are also dealt with by SGRC.Internal examination related issues, if any, are resolved at institutional level. In academic session 2021-22, a complaint was received against a student who carried an Internal exam answer sheet to the hostel room. The Principal AIE & chairperson of CGRC took an immediate action by cancelling her exam and asked to reappear for the same paper.

Gurugobind Singh Indraprastha University, affiliating university has been conducting University external Examination in proctored mode since 2020 due to COVID19 pandemic. As it was a new experince for students, therefore two students faced problem in uploading their anwer sheets on time in the end semester proctored examination conducted by GGSIPU on the provided portal. The Institute immediately took necessary action to forward the grievance to the university examination conduct branch. Later students again approached the cell that their marks are not reflected in the final mark sheet. The Institute again raised the issue to the University as follow up action.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The Institution adheres to academic calendar for the conduct of Internal Evaluation. Based on affiliating university calendar, institute prepares academic calendar in consultation with the **Academic Advisory Committee** before the commencement of each semester. 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 Co-curricular activities. Course in charges prepare unit plans in advance and prepare syllabus completion report after every month. For timely completion of the syllabus, periods in the time table are allotted according to the credits of the courses. The institute ensures the conducive environment to work according to the academic calendar. During faculty meetings also progress of the syllabus is discussed and it is ensured that everyone delivers the content on time.

The students of B.Ed. and B.Ed Spl Ed are given orientation regarding Internal examinations and practicals in the beginning of each semester. Tentative dates of internal examination are mentioned in academic calendars. Date sheet for internal assessment, question pattern, marks, and other relevant guidelines are provided in advance. For practical examinations check list files to be submitted, and bifurcation of marks are communicated. Institutes follow GGSIPU, UGC and NCTE/ RCI guidelines regarding internal examination. Students are provided question banks, discussion sessions, remedial classes, study materials etc. Question papers are set both English and Hindi medium to address the needs of the students from different linguistic background..

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The teaching learning process of the institution are aligned with the stated PLOs and CLOs. All the learning outcomes are designed and proposed by GGSIPU for the B.Ed. curriculum. All the respected faculties are continuously engaging the students in such interactive teaching-learning practices in which all the learning outcomes are ensured. Assessment techniques are planned and designed in such a manner that all aspects of experiential learning, problem solving, brainstorming, task analysis, Use of ICT integration, participative learning etc. all necessary things required for teaching innovative pedagogies were assessed during the sessions.

Examples of such activities are like designing Case Studies - Students undertook Case Study of a Child during their 15 days Preliminary School Engagement (PSE I), during which they undertook a child based on their physical, social, emotional and language development. Such activities enhance observation, analysis and problem solving approaches as future teachers.

Internal exams are planned with proper guidelines and datasheet to assess the learning outcomes, written & oral in both ways students were assessed. Formative assessments have been planned by the GGSIPU. Any students who are not able to meet the certain criterion are provided with remedial teaching on Saturdays and after the college hours if required. Their queries have been resolved by phone, Emails, Teams.

Language Games are conducted to develop and assess ICT skills .Student teachers were assigned a task to compile five language games and present one game in front of the class, so that new and innovative ideas of the students would be shared, these language games would be used in real classroom situations .They are assigned to prepare a Digital Story on social reformers. This practice enhanced not only their ICT skills but also presentation skills.

All the learning outcomes are designed and proposed by RCI and GGSIPU for the B.Ed. Special Education curriculum. PLOs are effective in enhancing different skills of the students in the field of modern education and education based on ICT. As student teachers are able to practice new teaching methods, understanding paradigm shift in conceptualizing disciplinary knowledge, use of appropriate strategies for facilitating learning and to analyze the content and syllabus. It also improves pedagogical skills, effective communication, teamwork etc. Flipped classroom activity of student teachers were conducted in which they prepared Power Point Presentation on Teaching Learning Material and taught the same topic in the class. Presentations through web diagrams were there to present features of Language in Language across

the Curriculum student teachers referred various resources to depict the content creatively through Web diagram. Across all the activities, formative and summative assessment has been planned to regularly assess all the students, proper remedial classes and problem resolution will be given to them on a need basis. The Academic Calendar of the institute has been designed at the commencement of each semester to plan out every activity related to PLOs & CLOs.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 100

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
96	65	96	99	82

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Teaching Learning process of the institution is aligned with the stated PLOs and CLOs. Teaching learning activities are planned to help student teachers in internalizing the knowledge, competencies and attitude required for teaching profession. Each course comprises of theoretical and practical component. Teaching Learning activities are planned based on the course objectives. The concerned faculty prepares unit plans by realizing the objectives. The faculty meetings, participation in FDPs, seminars and enrichment programmes help them in updating themseles at par with the evolving course outcome and programme outcome. As per the guidelines of the affiliating university, the institute plans the curricular and co-curricular activities 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's activities and decides plan of academic action for the next academic year. The recommendations are communicated to the faculty through faculty meetings. Various innovative pedagogical practices are integrated to ensure implementation of PLOs and CLOs in effective manner.

IQAC plans for the judicious curriculum delivery. Well planned academic calendar incorporates curricular activities suggested by the affiliating university, state, national and international concerns. Faculty members prepared YouTube videos and participated in Facebook live sessions organized by affiliating university during the lockdown. The reflection and evaluation on implementation and realisation of the course outcome is discussed. Individualized pedagogical practice is also followed at AIE as and when required. For example if any student is facing difficulty in academics and is not able to attain performance criterion, to address this issue remedial classes have been planned, extra time has been given to the students.

Classroom discussion takes place on regular basis to discuss the progress reports and achievements of the students. Every month students are updated about their & peer groups achievements, faculties achievements. This practice helps in motivating the student teachers to maximize their participation in curricular and co-curricular activities. Morning assembly is the enriched way of giving students an

exposure of team work, building ethics, values among them, building leadership quality and maximum participation by all the students. Students are felicitated and their achievement are shared in the morning assembly. Different workshops, seminars, webinars, conclaves, National & International seminars are organised to apprise the students and teachers with the recent trends in educaion. Life skills are inculcated in them, through provision of the Elective Courses, Guest Lectures etc. During School Internship Programme students learn micro teaching skills, lesson plan executions, designing IEPs and conduct detailed case studies of Children with special needs.

Monthly report of every achievement of AIE sent to all the Head Quarters(Western Command, Delhi Area, AWES).

Students are trained and orientated about the placement process and their mock interviews have been scheduled to give them experience to face the job interviews.

All the PLOs & CLOs are planned as per the instructions & academic calendar proposed by GGSIPU at the start of every new semester.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.4 Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 96

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The level of performance of students changes with time through effective scholastic and co scholastic activities and experiences. Academic Calendar is repared before the commencement of the semester. As per the academic calendars all the activities related to curricular and co-curricular are planned in creative and innovative ways.The process of identification of students srengths and areas of improvement starts with orientation programme. AIE organizes one week Orientation programs for each batch to identify the student's needs and their interest areas. Different curricular and co-curricular activities are planned in such a manner so that all students get a chance to showcase their strengths, rectify their shortcomings, if any. Their participation in various activities like Ice-breaking session, Quizzes, Games & Talent hunt etc. helps in assessing their self-confidence, communication skill, voice modulation, motivation and adjustment ability. To cater the needs of the students at every point weekly Mentor-Mentee meetings are scheduled. Constant support & proper guidance are provided to the student teachers by their mentors and Guidance Cell Committee. To address the further concern, Guidance - Counseling sessions are planned by experts & faculties to focus on nurturing life skills among students. Different workshops, seminars, webinars, conclaves, National & International seminars are planned for student teachers on various topics to enhance their knowledge. Student teachers also get the chance to anchor the events, organize the events under the guidance of facultiy members. Value system is imbibed in the students through participation in morning assembly and group task etc. Life skills are inculcated in them, through provision of the Elective Courses, Guest Lectures etc.

Teachers integrate innovative pedagogical practices like web designing, think tank activity, brainstorming activities, reflections on newspaper articles, journals reflections; presentations etc. to assess the learning outcomes of the students. Students are attached with various schools in appropriate ratio which facilitates good learningexperience in real classroom encounter. It also helps them to become a good Inclusive educator and develop certain ethics which are important for their profession. Internal Viva and External Viva are planned to assess the internship learning of student teachers.

Remedial classes are provided to the students who need more support and assistance, missed classes may be because of health concerns or participated in any cultural programs.For student's continuous evaluation, AIE conducts internal examinations to monitor the progress of the students in different courses offered by the university.Result of internal examination is analysed and discussed during faculty meeting with the Principal. To utilize library resources to the fullest, extended library hours are provided to the students so

that they can study as per their convenience.

File Description	Document
Documentary evidence in respect to claim	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Copyrights or patents filed	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.54

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	4	1	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 5.81

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
18	22	9	5	32

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 5.8

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	7	6	4

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 76.58

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
82	150	149	181	82

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 80.74

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
78	161	123	133	184

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

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

Community is a very important pillar in the system of education & AIE through its endeavors makes sure that the aspect of community work is carried forward by all the future teachers.

To inculcate the spirit of charity & donations from time to time several 'Blood Donation Camp" & "Organ Donation Awareness campaigns have been organized by AIE so that our Student Teachers who will become Teachers tomorrow carry a sense of unity & spirit of philanthropy with them.

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 beating COVID campaign in association with MGNCRE etc were undertaken.

AIE being an inclusive institute also conducted various awareness program on special needs like "The rights of special children", "Sensitization Program on Rights of persons with disabilties act 2016"

AIE being a campus offering B.Ed.(Spl. Ed) many outreach activities with regards to needs of special children and educators were also conducted like organizing awareness lectures on needs of special children, celebrating World Mental Health Day & spreading awareness about mental health.

In order to raise awareness about the environment, AIE celebrated

"EARTH WEEK" in which a Nukkad Natak was performed in a nearby school for teachers & students there. an appreaciation letter was issued by MGNCRE in recognition of the efforts undertaken by AIE.

A national level online workshop namely "Brain Gym" was organized on a wide scale to sensitize people about children with special needs along with providing mental exercises for the brain. Recognizing that an institution is run & is made a success when everyone comes together as one team.

Students of Life Skills Club of Army Institute of Education felicitated the "Support Staff" for their diligent service on the occasion of "International Labors Day". To commemorate the same the support staff were given small token of gratitude for their work & dedication for the maintenence of the institute. All students & faculty members also participated in the event

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

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 3

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0.2

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 20

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 20

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Link for additional information	[View Document](#)

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - 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

Response:

Army Institute of Education has adequate infrastructure and physical facilities for teaching learning purpose. The Institute, receives grant from Army Welfare Education Society for development of resources which is being put to maximum benefit and welfare of the students in B.Ed and B.Ed Spl Ed Programmes.

Regular Audits and Inspections ensure transparency and proper functioning and utilisation of the available resources. AIE has a total of approximately 2000 sqmtr buildup area of academic block which includes library, staffroom, computer lab, resource rooms, seminar hall, conference hall, classrooms for B.Ed and B.Ed Special Education students. The Infrastructure is as per the NCTE and RCI requirements of B.Ed and B.Ed Spl Ed Programmes.

The Institute has 4 classrooms for B.Ed students with seating capacity of 50 students in each classroom and out of these, 2 classrooms have 70.40 sqmtr area and 2 classrooms have 53.25 sqmtr area. All the classrooms are equipped with ICT facilities, Projector, Light, fans, Wifi connectivity and are air-conditioned. Institute has 3 separate air-conditioned classrooms for B.Ed Spl Ed students having an area of 29.75, 32.34 and 57.70 sqmtrs respectively. These rooms are also equipped with ICT facilities, Projector, Lights, fans, Wifi connectivity and are air-conditioned.

Institute has number of resource rooms like teaching-learning resource centre, Psychology lab, Art & Craft lab, Maths lab, Science lab, ICT lab and one Special Education Resource room with an average area of 40-59 sqmtrs.

For better teaching learning process AIE has well functioning administrative block comprising of Principal office, Registrar office, PA

and OS office, spreading over an area of approx. 80.00 sqmtrs.

Institute is equipped with a very spacious library comprising of 565.328 sqm for B.Ed students and a B.Ed Special library of 71 sqmtrs. Both the libraries are equipped and updated with latest books, magazines, Journals, Education Commission Reports, Policy documents, newspapers etc. Library is having enough space to accommodate staff and students with proper seating arrangements. Library is equipped with ICT facility and photocopying facilities.

Apart from these, AIE has boys and girls common room. It has also a multi purpose hall with seating capacity of minimum 200 seats built over an area of 263.41 sqmtrs. It also has a very spacious staffroom with separate seating arrangement for each faculty. Staffroom is equipped with adequate furniture, proper lighting, photocopying facility and Wifi connectivity.

AIE academic building has enough number of washrooms for the use of staff and students for both male and female separately. Separate disable friendly washroom facility is also made available keeping in mind inclusive setup of the institution.

There is separate Gym area of 76.775 sqm in Girls hostel and there are facilities for sports of 9655.31 sqm area which consist of Basketball, Volley ball , Badminton, Table tennis court, Lawn Tennis, Football ground and other indoor games..

Outsourcing is done for maintenance of the campus and repairing of Infrastructural facilities. Regular cleaning of water tanks, Pest Control, garbage management, arboriculture, landscaping adding environmental sustainability along with aesthetics beauty of the infrastructure is taken care.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 100

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

Response: 8

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 8

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 38.53

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
30.39592	21.12328	17.56857	17.75504	68.61473

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Institution has adopted automation of library using Integrated Library Management System (ILMS) and other software for the academic benefit of the students and staff. The Institute has undertaken 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 software in AIE library 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	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

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

1-EBSCO

EBSCO; is an acronym for Elton B. Stephens Company. In 1987 the company was purchased by EBSCO Industries and its name was changed to EBSCO Publishing. In 1987 the company was purchased by EBSCO Industries and its name was changed to EBSCO Publishing. EBSCO is online education 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. Education full text features content on a wide array of subject areas including adult education, comparative education, government funding, higher education, school administration, teacher evaluation professionals and policy makers.

ESBCO E-RESOURCE Database access by user id and password

Content includes:

Full Text from over 350 journals.

Indexing of over 770 periodicals.

More than 100,000 controlled and cross-referenced names of education tests.

Ebsco link for remote access (mobile)

Embedded URL: https://tinyurl.com/y4wn8r4

Link for Ebsco access by laptop and computer

Http://searchebscohost.com

DELNET - Developing Library Network

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. New Delhi is a major resource sharing library Network in India connecting more than 7700 institutions in 33 states in India and few other countries comprising of Universities, Colleges, R&D organisations, medical hospitals, etc. DELNET is devoted to the Modernisation & Networking of Libraries. It was registered as a Society on June 30, 1992. It is located in Jawaharlal Nehru University Campus, New Delhi. "Networking Libraries, Sharing and Spreading Knowledge" remains the prime motto of DELNET with which it is working relentlessly for past more than

30 years. DELNET has received the prestigious IIPA Award for Excellence in Public Services on October 30, 2020 announced in the gracious presence of the Hon'ble Former Vice President of India Shri M. Venkaiah Naidu.

The main objectives of DELNET is to promote resource sharing among the Member-Libraries by collecting, storing and disseminating information and by offering networked library services to users; to undertake research in the area of information science and technology, offer technical guidance to Member-Libraries; coordinate efforts for suitable collection development; facilitate and promote Inter Library Loan and delivery of documents, etc. DELNET has developed Discovery Portal, Knowledge Gainer Portal and Vision Portal (Video Lectures). The portals have sophisticated features for advance knowledge discovery. It is a simple, single window discovery layer, which encourages the users to explore the networked library/knowledge resources offered through DELNET in a feature-rich environment. DELNET is a great boon for faculty, researchers, scholars, students.

Delnet link for remote access.

Delnet- https://delnet.in

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

 1. e-journals
 2. e-Shodh Sindhu
 3. Shodhganga
 4. e-books
 5. Databases

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 5.15

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
5.48382	7.01952	3.99426	3.97588	5.25890

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 16.06

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 339

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 947

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 418

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 451

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 511

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)	

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The college has **73 computers** in the year 2022 of which 55 computers are available for student use in the **Computer Lab, ICT Resource Rooms , Special Education ICT Lab, Science Lab, Psychology Lab, Teaching Learning Resource Centre (TLRC) and Library. 02 Desktop & 12 Laptops** are available for faculty use and the rest **8 computers are for office and library use**. **1 new 2 TB External USB** Hard Disc for data backup at library. **1 new Hand Held 1D and 2D Barcode reader** (QR code reader) for issuing / return of books and other related work at library have been added in the year 2022. These computers are branded having latest technology & software with **i5/ i3Processors with 3GB RAM and 320 GB HDD,** all computers are Multimedia enabled. **4 new USB 3.0 Pen drives of 32 GB and 5 new USB 3.0 Pen drives of 16 GB** have been added in the year 2022. **1 new HP Wireless Keyboard mouse** for smooth functioning of smart boards have been updated in the year 2022.The ICT 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** 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 are present.

1 new tripod stand for photography and recording meetings, lectures, workshops, seminar and other college events have been added in the year 2022. **4 new Desktop computers for Special Education ICT Lab** have been added in the year 2022 which have **Dell 13 Processor/ 4 GB RAM, 1TB HDD, Window 11,19" display with keyboard and mouse**. Softwares under Spl Ed are **JAWS-Home ILP-Talking Screen Reader for the Blind, Quick Talker-7, Open Book Scanner & Reading Software.**

AMC of Wifi/internet services at AIE campus has been updated with M/S Precious IT Services Noida for the period 1.02.2022 to 31.01.2023. Renewal, upgradation and AMC of Wordsworth English language lab has been updated from 01.04.2022 to 31.03.2023.

Web based **Drill Bit Anti-Plagiarism** cloud based application Licence renewed from 29.03.2022 to 28.03.2023. **1 new Epson High Speed Duplex colour printer up to A3+ size with MPB 4800 X 1200 DPI** have been added in the year 2022. **1 new laptop of INTEL 11th gen cories 10500 H/512 GBSSD/8 GBDDR4/15.6" monitor (Windows 10 Pro/MS office)** have been added in the year 2022.

AIE also have more than **20 USB camera and headphones**/ mike for online meetings, Examinations etc for students which are available on Issue & return bases. For e-governance purpose MS Team , Edu Marshal and Tally Softwares are used.

The entire Institute has CCTV facility including hostel area. **07 outdoor & 25 indoor fully HD, night vision cameras included 32 channel & 08 channel NVR system** established in Academic area & Hostel area respectively.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.2 Student – Computer ratio for last completed academic year

Response: 2:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.3 Internet bandwidth available in the institution

Response: 100

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant Information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4 Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: B. Any 4 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 100

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
69.01034	65.10137	90.53189	104.82707	74.00178

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Being part of Army Welfare Society, namely AWES, receives grant for development of resources which is being put to optimize benefit and welfare of the students. AIE follows the procedure in procuring, maintaining and utilising physical, academic and support facilities. The Convening order is taken out which lays down the details of the tasks to be undertaken with expected outcome. The Board of Officers (BOO) is being appointed for purchases of items of higher value. BOO works along the lines of actions as per convening order and submit the work progress and updates. Regular meetings are being held to ensure optimum usage of the amount and its proper allocation under various heads. Regular Audits (Joint Assessment Committee formed by GGSIP University, Academic Audit, ISO) and Inspections including Book Inspection, Annual Adm Technical Inspection-AAT Inspection (from Management and other regulatory bodies) ensure transparency and proper functioning and utilisation of the available resources. For purchase of items above Rs 50,000, tender is being floated and advertised on Institute's website and national newspapers, quotations are being invited, they are being opened in presence of BOO and all the bidders on the predetermined dates, bidder with lowest quotation is accepted. Inventories for various laboratories are maintained and updated on regular basis. Each Faculty is in-charge of their respective resource Rooms and maintains the record of items purchased and issued. The institution has one Science lab, 7 other resource rooms including one Inclusive room ,one big yoga lawn, 2 computer labs , Sports Complex and number of classrooms. The AMC of Wordsworth English language lab and AMC of Wifi/internet services at AIE campus are also regularly updated. Drill Bit anti-plagiarism software is also available in institute and is regularly updated. Library is updated with new purchase of new books, Journals, Magazines and renewal of available one. Library Committee comprising of Librarian, and Faculty put up a demand of list of new books for the upcoming session from the staff which are being timely procured. EBSCO is subscribed for library and all including teaching faculty and student teachers have accessibility for the same. The Institute

has Health and Physical Education Resource Room from where students can issue and utilise various sports material. Annual Stock Taking Board is being done by the concerned and competent authority. Institute is providing Medical Facility by the registered Medical Practitioner and there is empanelment of Yatharth and Kailash Super Speciality Hospital with our Institute. Outsourcing is done for maintenance and repairing of infrastructure and facilities. Classrooms are equipped with projectors, well lighted and elevated classrooms for better view from student's side, notices being put up on Notice Boards of Academic Block and Hostel. Regular cleaning of water tanks, Pest Control, Garbage management, arboriculture, landscaping adding not only to the aesthetics of the infrastructure but also add value to the environmental beauty. The entire Institute has CCTV facility including hostel area. The condemned items are duly taken off the record with proper procedure under duly appointed Board.

File Description	Document
Any additional information	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)
Link for additional inflrmation	[View Document](#)

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 70.09

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
81	46	54	74	52

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 1.04

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 01

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

Response: 00

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 00

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3 **Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**

Response: 9.13

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
36	04	00	00	00

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

During the induction programme the batch coordinator orients the newly admitted student teachers on various clubs and committees. Student members are nominated and elected to various clubs and committees. The nominated members participate in the meetings of IQAC NSS, Institutional Management Committee Meeting and various other meetings of all the committees. Their participation is encouraged so that there is transparency and students are also aware of the working of the committees. By keeping the

democratic pattern, nominations are invited and through voting the representatives are elected. Clubs and committees under their umbrella organize various activities and work in tandem when it comes to organizing major events. Programs of national importance, seminars, workshops all are organized by different clubs and committees all through the year and the students are entrusted with the responsibility of carrying out the activities. We have zero tolerance mechanism for Ragging and any issue pertaining to such incidents are brought under the purview of the related committee and needful course of action is taken. Guidance and Counselling cell active address the issues faced by the students. Mentor Mentee meetings are held on regular basis to provide individual attention to the students to address academic or personal issues.

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 28.4

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
27	24	38	30	23

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni Association

Army Institute of Education has a non-registered but functional Alumni Association . All student teachers of the batches that have passed out, are members of this association. Till date the association has alumni from the very first batch i.e. 2003 and since then the numbers are increasing. The Alumni have been contributing to the development of the Institution by actively participating in the Alumni Talk Series and providing leads for placement. Since most of them are placed in institutions of repute, they are quite helpful in providing insight to our student teachers about the developments and nuances of the teaching profession. Every year there is an annual program, 'ANUSMARAN', where our Alumni are felicitated with Chief of Army Staff Award and Awards of Academic Excellence. It was held on 23 Oct 2021 and then after two years of pandemic it was conducted in offline mode on 24 June 2022.The Alumni have also made significant contributions by participating in Alumni Talk Series and also being judges in events like Infographics & Poster Making Competition, Debates, Essay Writing Competition and cultural events.The Alumni also have been instrumental in spreading awareness about our premier teacher educator college on various social platforms like YouTube, Facebook,Whatsapp etc.Our Alumni also assist us in placement related activities with utmost promptness and dedication by providing lead and timely information about jobs and vacancies available in their working Institutions/organizations.They contribute to the smooth administration of the programme by participating in and acting as judges in the various cultural, educational, and other programmes that are occasionally presented at the college.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3.   Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 4

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

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.

Response:

Alumni Association acts as an effective support system to any Institute.They are the edifice of any institution and on them rests the laurels. Alumni are fundraising prospects. Alumni generate invaluable word-of-mouth marketing among their social and professional networks. By engaging alumni, an institution can continue to benefit from their skills and experience.Our Alumni helps in the smooth functioning of the institute in every way.Some of the contribution by our Alumni is :-

Alumni Talk

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.Alumni can share their wealth of experience and skills with current students via talks. In their alumni talk series, our alumni have discussed a variety of subjects and topics, like -

1.Beyond the classroom teaching
2.Hybrid Teaching
3.Being a Fresher: Is it a Challenge?
4.Teaching is a dynamic profession
5.Lesson planning is crucial.

Alumni Meet

There is an annual event called "ANUSMARAN" that honors our alumni with the Chief of Army Staff Award and Awards of Academic Excellence. The goal of this event is to uphold the college's and its alumni's strong, healthy, and unbreakable bond. As part of this event, alumni typically connect with their juniors and discuss their experiences linked to the workplace, professional development, personality development etc. Following the occasion, current batch students and alumni perform cultural acts, then awards are given to our alumni in recognition of their academic excellence in an effort to encourage them and inspire the current batch students.

Alumni in Placement

An engaged alumni network allows the Institute to benefit from the skills and experience of its graduates, by offering their support to current Batch students of the institution. Alumni are our most loyal supporters and best ambassadors of an Institute.Further, they can help support students in work placements and in launching careers.They have been active and supportive 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 the job front and utilize their expertise to groom the employability skills of student teachers.

Alumni as Judges

In a number of the college's programmes, our alumni serve as a judge. Our Alumni contribute to the success of every programme, whether it is a cultural programme ULLAS or any other programme like a writing competition, poetry competition, etc.

Institution Support to Alumni- In strengthening their CPD

Our college is always working for the continuous professional development of the alumni. Keeping in mind the cooperation of the alumni, the institute provides a letter of gratitude, Appreciation letter for each and every cooperation, not only inviting them in various workshops, seminars, events but also provides an opportunity to make their presentation which boost and strengthen their CPD.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - 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

Response:

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

Governance of the Institution: The Army Welfare Education Society (AWES) is in charge of directing the Institute. According to the discussions held in Institute Managing Committee (IMC) and IQAC Meetings, a prospective plan that is in line with the Institute's vision and goal is created. The Institute executes the strategy in accordance with the regulations.

Decision-Making Process: The faculty and other participants are crucial to the decision-making process. Every three months, the Institute Managing Committee (IMC) meets. The institute's management adheres to the decentralization policy by providing opportunities for participation to all institution stakeholders. Chief of the Army Staff (COAS) is proposed as the President and Vice Chief of the Army Staff (VCOAS) as the Vice President constitutes the Governing Body. The Chief of Staff (COS), HQ Delhi Area is the Chairman of the Institute. The IMC consists of students and four faculty members.

About the College

The Army Institute of Education (AIE) was established by the Army Welfare Education Society (AWES) in August 2003 with the aim to provide a preservice teacher education facility exclusively to the dependents of the Army Personnel including the war widows and their dependents. The Institute insignia has three words that define the Institute. "Pragya, Pratishtha and Pragyanam". These words show the continuum of knowledge and knowing.

Vision : To prepare intellectually competent, socially concerned, morally upright and technically inclined teachers who act as catalyst to shape the destiny of India.

Mission : To empower prospective teachers through continuum of knowledge and wisdom by equipping them with latest techniques assisted by technology.

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 the future. Mission on the other hand declares the practical commitments and actions that an organization believes are needed to achieve its vision. AIE teaching staff, non–teaching staff (NTS), and students are constantly striving towards achieving the vision by collaborating with each other and working together as one team. All work together under different committees delegating the work for better outputs. Faculty, NTS, and student representatives are involved in various decision-making bodies. InstituteManagement Committee (IMC) meetings composed of the Chairman of the institute, Principal, Registrar, Faculty Members, and Student Representatives are held every six months. Staff representatives are a part of IQAC, the Academic Advisory Committee, Purchase Committee, Board of Officers (BOO), etc. Regular meetings are held to take the opinion of faculty

members for improvement of academics and infrastructural facilities

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2 Institution practices decentralization and participative management

Response:

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

Management

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

- Board of Governors and it's Executive Committee at Army Headquarters

- Board of Administration at Headquarters Western Command

- Institute Management Committee with a proper functional hierarchy.

Institute Management Committee

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

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

The decisions are taken at various levels as follows:

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

- Patron (GOC, Headquarters', Delhi Area)

- Chairman (COS, Headquarters' Delhi Area)

- Principal

- Registrar

- Academic Coordinator

- Faculty Members

- Office staff

The Academic and Administrative Heads of the Institute participate in the Annual academic and administrative meetings called by AWES & AGs branch.

1. AWES organizes Registrar's Meet annually for all the Professional Institutes run by them. AWES also conduct Director's/ Principal's Meet also annually where various academic and administrative points are discussed and appropriate directions are given.

2. Management is approachable at all levels, where the official mail IDs and contact numbers are displayed on Institute's website and on other essential display boards on the campus.

3. GIA received from the management is distributed for the welfare of the students and for the expansion of the facilities on the campus. The decision for distribution is taken collectively by Management, the Principal, and the faculty.

Staff Recruitment:

The Institute follows UGC & NCTE/ RCI guidelines for recruiting Principals, Registrar, Faculty, and NTS. Internal and external boards is constituted. Interviews are held in two rounds. The Board of Recruitment consists of the Chairman, a Representative from Western Command, a Representative from the GGSIP University, an Eminent Educationist, the Principal of AIE, a Psychologist, and a Faculty Member.

Internal Committees/ Cells

The Committees/ Cells include the Academic Advisory, Admission, Alumni, Anti Ragging, Student Grievance Redressal, Community Service & Extension, Cultural, Disaster Management, Discipline, Excursion, Hostel and Mess, Internal Committee for persons with Disabilities, Internal Complaints Committee, International Conference, Library, National Seminar, Practical Examination, Research & Development, Sports, Training and Placement Cell, Guidance and Counselling Cell, NSS cell, Vocational

Education Cell, and Electoral Literacy Cell. The Principal is the chairperson of all committees and cells. In each committee/ cell one Faculty member/ NTS is the convener. Students, Faculty, and NTS are members.

File Description	Document
Relevant documents to indicate decentralization and participive management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The Institute maintain transparency in its financial, academic, and administrative functions

Army Institute of Education maintains complete transparency and accountability about academic, financial, administrative, and other functions. There is a full -fledge, well-integrated system of internal processes in Admission, Examination process, Internal Quality Assurance, Library Management, etc. The Institute has a highly secured system for streamlining the dissemination of information**.**

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

Grant-in-Aid (GIA)

GIA is the financial assistance recieved annuallly from the management body AWES. The fund is used for welfare of the students of AIE for conducting academic activities and co-curricular events. The expenditure of GIA is maintained properly and goes through proper auditing.

Academic Affairs: The college offers B. Ed and B. Ed Special Education programmes. Admission is taken based on the Common Entrance Test (CET) conducted by the Guru Gobind Singh Indraprastha University, Delhi. Only CET-qualified applicants shall be considered for admission, through University counseling, subject to fulfillment of eligibility and admission criteria. The curriculum follows the norms as laid by the regulatory bodies like National Council of Teacher Education (NCTE).

Administration Transparency: The Institute maintains transparency in its administration by uploading the Minutes of Governing council meeting on the website, and circulating the minutes of the meeting. The institute's website provides access to disclosure documents like the Minutes of various meetings. There are

committees both administrative and academic which ensure accountability and adequate autonomy in decision-making.

- Regular faculty meetings are conducted where the regular platform is provided to all the faculty members or uprising their viewpoints. Minutes of meetings are maintained which are read and signed by the attendees and it becomes an easy access to those who were not able the attend the same.

- Faculty and NTS are involved in all the functionaries example maintaining the records and convening body (sale and purchase).

- Application forms for admission, the fee structure, results, etc are shared with the students through the mail and are also displayed on the website.

- Vacant Positions (Faculty and NTS) are published in the National News Papers and also uploaded on the website.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Every year, the institute creates strategic plans that are divided into long-term and short-term goals. To preserve openness and the efficient operation of the system, the institute has a well-defined and comprehensive job for quick decision-making, and different departments have chosen electronic governance. The institute has several committees that are moving toward its vision and mission in a transparent and effective manner. The managing committee of AIE is made up of seasoned academics who ensure quality instruction through an efficient teaching-learning process while also incorporating innovation and the best practices chosen by the institution. Students receive practical training, internships in schools, and trips.

Introduction of B.Ed Special Education Course:

Since 2003, the Army Institute of Education has offered a B.Ed. programme. The item on the agenda for the beginning of a second undergraduate programme, the Bachelor of Special Education (B.Ed. Spl.Edu), within the same university was considered in IMC and forwarded to the Board of Governors. Strengthening the idea of Inclusive education, for which the Management is working tirelessly for starting the course in B.Ed. Spl Ed in Learning Disability since last few years, efforts will be made to strengthen the infrastructure, admissions, and resources for B.Ed. Spl Ed (LD) Library and Resource Centre. The case was submitted to the university, and after its approval, affiliation was given in 2019 with a 30-student intake limit. In 2019, the first batch of eight students began.

With the vision to prepare intellectually competent, socially concerned, morally upright and technically inclined teachers who act as catalysts to shape the destiny of India, the Institute aims at holistic development of the students. The destiny of India will be shaped into a welfare state with an inclined human capital index and declined poverty index is only possible if we create an inclusive education system. Army Institute of Education lead the way for it with an initiative of beginning with B.Ed. Special Education in Learning Disability and Inclusive Education project envisioned by the Army Welfare Education Society.

Taring the teachers to be the educators for children with special needs is the need of the time. To start with the course the institute is being approved by the Rehabilitation Council of India. The campus is disabled-friendly and barrier-free with Ramps with railings and signages. The Institute website is embedded with screen readers to assist the person with special needs to access the website easily. The building is registered under the PWD act. An Inclusive education resource center and an Inclusive center were established by using the additional fund of 15 Lakh allotted by the management to establish an Inclusive Education Resource Room. A well-equipped library is functioning on the ground floor to facilitate accessibility for all who need to read and refer. The institute has organized seminars and workshops based on inclusive education. The faculty is encouraged to publish more works on the theme of inclusion and an edited book is being published. The institute works as a nodal center for inclusive education for Army Public Schools.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

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

- Board of Governors and it's Executive Committee at Army Headquarters

- Board of Administration at Headquarters Western Command

- Institute Management Committee with a proper functional hierarchy.

The Board of Governors lays down policy guidelines for the management and functioning of the Institute. The Governing Body consists of different army officers at different levels (details attached). The Board of Governors has the power to

- Formulate macro policies/new initiatives/Directions

- Strategic Management

- Guidelines on utilization of resources and funds.

The composition of the Board of Governors is as follows:

- Chief of the Army Staff: President

- Vice Chief of the Army Staff: Vice President

- General Officer Commanding-in-Chief HQ Southern Command

- General Officer Commanding-in-Chief HQ Eastern Command

- General Officer Commanding-in-Chief HQ Western Command

- General Officer Commanding-in-Chief HQ Central Command

- General Officer Commanding-in-Chief HQ Northern Command

- General Officer Commanding-in-Chief HQ Southwestern Command

- General Officer Commanding-in-Chief HQ ARTRAC

- Adjutant General Members

- Quartermaster General

- Engineer-in-Chief

- Director General, Discipline, Ceremonials & Welfare

- Managing Director, Army Welfare Education Society-Member Secretary

- The Patron and Institute Managing Committee (IMC)

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

- Patron–in–Chief (GOC-in-C, Western Command, Chand mandir.

- Patron (GOC Headquarters Delhi Area).

- Chairman (COS Headquarters Delhi Area).

- Principal.

- Registrar.

- Academic Coordinators.

- Faculty Members.

- Office staff including the student-teachers of the AIE

. Implementation of the discussions and decisions is done with equal collaboration at each of the above levels mentioned. The roles and of the Institutional bodies of the institution consist of framing policies, recruiting faculty members/ NTS as per the regulations of the University, Monitoring, and Inspecting Academic and Administrative functions of the college. All the rules and regulations pertaining to the role of the members of the institutional bodies are explained in the Rule books (Bluebook and Yellow book) and all are to abide by these rules

The functions of the Institute Managing Committee are as under

- Overseeing the functioning of the Institute.

- Financial Control

- Provide local administrative support

- Constitute Boards for the purchase of stores and equipment and monitor the utilization of funds on this account.

- Laying down additional duties and responsibilities of the Director/Principal and other staff members

- To consider and approve the annual budget of the Institute as presented by the Principal including the conduct of the annual audit.

- Projecting policy matters to the executive committee through the Board of Administration for approval and Final decision.

- Nominating Chartered Accountants or Auditors and ensuring that Institute accounts are audited by

them every year.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

6.2.3 Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

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

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

TRAINING AND PLACEMENT CELL (TPC)

Vision of the TPC: Preparing student-teachers with professional skills and crafting new directions for enhancing their employability in various fields of education.

Objectives of the TPC

- To guide student-teachers to choose the right career, give knowledge, skill, and aptitude, and meet the manpower requirements of the educational institutions.
- To assist student-teachers to develop/clarify their academic and career interests, and their short and long-term goals through individual counseling and group sessions.
- To maintain and regularly update the database of student-teachers and alumni.
- To provide information to student-teachers and alumni on upcoming job vacancies in the field of education.
- Coordinate with schools and remain well informed on the requirements and recruitment procedures.
- To identify the needs and expectations of the schools to assist them in recruiting the most suitable candidates.
- To organize pre-placement training/workshops/seminars for student-teachers.
- To act as a link between students, alumni, and the employment community.
- To provide career guidance through regularly updating departmental notice boards regarding competitive examinations, job opportunities in the government sector, off-campus drives, etc.

The schools are always on the outlook for teachers who are vibrant, energetic individuals and ready to accept challenges, attentive, have a good academic background, are easily adaptable to the working atmosphere, are open to learning even at work, and more importantly, have good communication skills. This activity focuses on personality development to make the students reliable, with a positive attitude and the right decision-making. Keeping in view the schools' requirements the Training & Placement Cell AIE focuses on the following aspects:

Preparation of Placement Brochure

- Organizing Personality Development Programme
- Enhancing the Communication Skills of students
- Resume Preparation
- E-Mail Writing
- Arrange Group Discussion
- Preparing preferred placement location list
- Organizing Mock Interviews
- Organizing Principal talks & Alumni Talks

- Communicating with Alumni for available openings
- Communicating with schools for campus interviews
- Sharing various vacancies across the country with the student teachers through the mail.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The organization has a clear promotion and employee welfare policy. Financial and other forms of support are given to faculties to enhance their level of competence. The faculty members' attendance at several national and international conferences and workshops is funded by the institute. We plan programs for faculty and staff development to ensure ongoing professional development. The institute has a clearly established mechanism for performance evaluation.

The Institute has several welfare schemes for its teaching and non-teaching staff. Many staff members have availed the benefit of such schemes in the last five years. Duty leave is given to staff members, if applicable. Many teachers have availed duty leave to attend conferences/seminars/Faculty Development Programmes. As per AWES act and statute, medical leaves are given to all staff members. Maternity and Paternity leave is provided to the staff. An insurance policy named Group Insurance is available to all the staff members of the Institute. The following are the welfare measures for teaching and non-teaching staff:

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 as follows:

1) Maternity Leave and Paternity leave for 180 and 15 days respectively

2) Child Adoption leave for 180 days

3) Medical Leave, Casual Leave, and Emergency Leave are other such categories of leave provided by the institution.

4) Medical Facilities, Gifts on Special Occasions, Subsidized Housing facilities, and Funeral Allowance

are part of the perks provided to the teaching staff.

5) 50% amount for participation in Seminars, Workshops, FDPs Etc also provided to the teachers for their continuous improvement in both professional and personal aspects.

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

 1)PPF applicable to those below the salary of 15,000.

 2) Casual Leave, Medical Leave, Emergency Leave, Subsidized Housing facilities, Funeral allowance, and Gifts on Special Occasions are a part of welfare measures.

MoU with Yatharth and Kailash hospital regarding medical facility at a subsidiary rate for both teaching and non-teaching staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 43.24

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	04	0	06

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

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

Response: 47

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
11	08	11	08	09

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

6.3.4 Percentage 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

Response: 63.51

6.3.4.1 Total 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 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
12	06	13	12	04

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The Performance Appraisal System for teaching and non-teaching staff is done for the improvement of their overall Institutional performance and their achievements toward the vision and mission of the Institute. The Institute has a well-defined procedure for the performance appraisal system for Teaching and Non-Teaching staff. The ACR of the staff is written annually and sent to Head Quarter (HQ) for their perusal. The rule book has well-defined guidelines for the performance appraisal system of the staff.

The Initiating Officer (IO) of ACR for academic staff and HoA is the Principal and Reviewing Officer (RO) is the Chairman of the Institute. For NTS initiating officer of ACR is HoA / Registrar and reviewing officer is the Principal of the Institute. IO of the ACR for Principal of the Institute is the Chirman of the Institute and RO is Patron of the Institute.

Performance Appraisal System for Teaching: The process of Feedback from faculty members is as under

Step-1: Performance Measurement

Feedback from students on the following parameters (Semester wise)
Regularity

- Clarity

- Knowledge

- Pace of teaching

- Delivery

- Interaction

- Transparency in evaluation

- Assistance beyond classroom delivery

- Behavior

- Teaching Tools

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

- Performance in Courses Taught

- Seminars/Conferences organized/participated

- Research and Publications

- Administration

- Contribution to the growth of students and the Institute and aspirations of individuals.

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

Step-2 Review and Recommendation on Performance Analysis

iii) Annual Confidential Report: It is prepared based on inputs provided by individual faculty (Part-I). Thereafter, based on step-i &ii above, it is further reviewed, and recommendations are done by:

- Initiating Officer (Part II)

- Reviewing Officer (Part III)

- Senior Reviewing Officer (Part-IV)

Performance Appraisal System for Non-Teaching Staff

The Annual Confidential Report (ACR) of Non-teaching staff members is prepared and comprises the following:

1. Basic Information

2. Allocation of duties

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

- Intelligence

- Initiative

- Devotion to duty

- Skill in the work on which employed

- Maintenance of register

- Amenability to discipline

- Relations with superiors

- Relations with other staff

- Punctuality in attendance

- Additional responsibilities taken

- Outstanding Performance

- An overall general assessment of strengths and weaknesses

4. Grading and Recommendations of the Initiating Officer.

5. Final Remarks by the Reviewing Officer

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

AIE adheres to the audit procedure as laid down in the "Yellow Book w.r.t the financial management of all colleges run by AWES. Internal Audit The account books are audited every quarter by the Quarterly Audit Board ordered by HQ Delhi Area consisting of one Army Personnel appointed by HQ and two internal members from the institute.

External Audit of accounts is carried out by a Chartered Accountant firm nominated by the Managing Committee of the Institute. Apart from the above, surprise checks of Accounts may be ordered by the Chairman IMC, Patron, and/or Chairman Board of Administration (BOA) at any time.

The account is closed at the end of each month and the balance sheet is prepared. The bank passbook is updated every month. The Reconciliation statement is prepared by the accountant every month and reflected in the columnar cash books. The Principal/Registrar renders a certificate at the end of each quarter mentioning that the accounts of the college are being maintained as per the accounting procedure and rules and regulations.

The Internal and external financial audits are done in the following ways:

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

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

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

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

Employment of Chartered Accountants: The Institute employs a Chartered Accountant (CA) periodically after the approval of the Institute's Managing Committee. The CA firm is changed after the specified period and ensures that the same Chartered Accountants are not engaged in excess of the above period.

Settlement of Audit Objections/Observations: Actions are taken on the Audit objections/Observations in accordance with the directions of the Chairman. A monthly progress report on setting the audit objections/observations is put up to the Chairman till audit objections/Observations are settled.

Book Inspection and AAT are also held annually.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The institute has a clear financial policy to ensure that funds are used efficiently and effectively for academic, administrative, and infrastructure development purposes, which eventually enables the realization of the institute's vision and goal. The budget for the financial year is approved by the Institute Managing Committee (IMC). The Institute budget covers all anticipated costs, both recurring and one-time.

The primary source of income is the tuition fee. Additionally, the HQ offers some funding through **GIA** for various infrastructure development. The IMC oversees the management of all expenses. The Institution's operating budget covers all necessary daily costs and infrastructure upkeep. The Institution works to raise more money for projects like infrastructure development and other things.

The IMC discusses all the academic and administrative progress along with the financial health of the Institute.

The mobilization of funds is done under the following heads:

- Salary, arrears, & welfare measures

- Mandatory deposits, annual fees of statutory bodies/universities, etc

- Creation and maintenance of academic infrastructure

- Purchasing of equipment and software

- Research and development

When allocating financial resources for different objectives, the Principal, the Registrar, and the Staff members review the requirements, choose the priorities, and also make sure that the financial resources are used as efficiently as possible. The IMC periodically keeps track of annual spending, reviews the budget, and offers input on how best to use available funds. The Institute follows a defined process for approving funding for specific operations, paying advance fees, and for submitting bills for payment.

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

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

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

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The Internal Quality Assurance Cell (IQAC) of AIE has contributed significantly to institutionalizing quality assurance strategies. During its quarterly meetings important academic and co-curricular activities are planned. Following aspects are discussed in the meetings:

- Theory and practical classes(online/offline),

- unit planning,

- internal assessment,

- internship,

- practical

- research and development,

- placement,

- personality development,

- ICT-enabled teaching

- Nationa Seminars

- International Conference

- , Faculty Development Programmes,

- Orientation

- workshops

- Outreach Programmes

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

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC regularly evaluates the teaching-learning process and takes action to raise its quality. The Institute rigorously adheres to the Academic Calendar, which is developed in advance, publicized, and distributed. The Academic Calendar provides information on curricular and co-curricular activities and tentative internal and external exam schedules.

All newly admitted students are required to attend the mandatory Orientation Programme, where they learn about the Institute's philosophy, distinctive educational system, teaching-learning process, continuous evaluation system, required core courses, cocurricular activities, discipline, and culture. Additionally, all

students receive a guided tour of the Institution and its facilities.

Before the commencement of the semester, students are informed of the course schedule, program structure, and syllabi. Important announcements are done during the morning assembly, and the discipline committee keeps an eye on students' behavior in class and their attendance. Students will routinely be interviewed for feedback, and suitable actions will be taken to improve the teaching-learning process. Teachers also consider unique student feedback for their particular courses. Additionally, students are welcomed to speak with the institute's principal for advice and ideas. The Principal, Registrar, and individual faculty members receive and correctly analyze feedback.

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

1. **Syllabus Completion Report-** Teachers prepare monthly syllabus completion reports mentioning the status of teaching topics, methods, and TLM completed during the month.

2. **Student Feedback**: The Institute collects timely feedback from Students regarding the 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 inputs for the improvement of the 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 necessary 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 the discipline and punctuality of the students.

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

7. **Weekly timetable-** Weightage to theory and practical courses are given as per the university requirement and need of the learner.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 11.6

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
17	06	01	18	16

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

17-12-2022 05:33:51

Response:

Academic Domain:

Each student's records are kept by the institution semester-wise. To measure their progress over the course of the semester, the data is evaluated. This procedure is followed regularly in order to inform the faculty of any necessary adjustments to the curriculum, teaching style, individual remedial modules, and mentorship program.

1. Academics: In the last year the notable incremental improvements are (1) hybrid mode of teaching and learning and (2) 100% placement of desirable students.

(a) Hybrid mode of teaching and learning: In the covid period AIE functioned in online and hybrid modes. The institute is well-equipped for providing online classes. The College campus and Faculty residence are WiFi enabled. Laptops are provided to faculty members and all classrooms have Projectors. After the lockdown period Teachers were physically present at full and half strength as per the requirement and state/university guidelines. Covid protocols were followed during physical presence on the campus. MS Team premium, G-Meet, and Zoom platforms were used for taking classes. MS ID is provided to all students and faculty members. Assignments and Practical Works were received through MS Team and Google classrooms. Open Book Examinations were conducted using Google Classroom.

(b) **Collaboration and Linkages with Other Institutions**

The institute collaborated with schools and other Institutes for academic functioning and developmental activities. MOU signed with more than 20 schools for conducting school internship programs (SIP & PSE) and placement purposes. MOU is also signed with Hospitals and NGOs for medical and counseling facilities.

List of MOU signed Schools

1. KIPBM, Greater NOIDA
2. Alpine Public School, Khurja
3. Prgyan Public School, Jewar
4. Scholar k1 CR-Park, New Delhi-110019
5. Christ International School, Latur, Maharashtra
6. Shivam International School, Rawla Mandi, Rajasthan
7. Young Scholar Educational Society, Barnala, Punjab
8. Samsaara- The World Academy, Greater NOIDA
9. Cornerstone India Foundation, Greater NOIDA
10. Jaypee Public School, Greater NOIDA
11. Bhavya Rehabilitation Clinic and COG-ED Innovations, Delhi
12. Asha School, Delhi Cantt.
13. Army Institute of Management & Technology, Greater NOIDA
14. Pratham Education Foundation
15. 9LEDGEPRO, MICROSOFT - AEP
16. KIPBM, Greater NOIDA

17. Greater Valley School, HS - 20, P-7, Sector – Omega II, Greater Noida
18. Scholars International Group, Dubai, and with the University of Wolverhampton, UK
19. Mata Bhagwati Chadha Niketan (MBCN), A-12, Sector-132, Noida
20. Army Public School (APS), Sector-37, Arun Vihar, Noida
21. Army Public School (APS), Sector-37, Arun Vihar, Noida

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

2. Feedback Analysis: Students are asked to give feedback regarding both the program and the course. To determine the pattern of learning and achievement, the obtained feedback is compiled and the data is examined. Feedback has a ripple effect, changing the curriculum and other areas connected to the teacher preparation program.

Administrative domains

a) Library as a Learning Resource

Newly Added Software is:

- **Drillbit- Anti-Plagiarism Software**

- **ONLINE JOURNALS & E-BOOKS**

Existing Softwares: LIB GURU, EBSCO and DELNET- DELNET

DELNET - Developing Library Network

DELNET provides a facility for resource sharing among the libraries through the development of a Network besides offering computerized service to coordinate efforts for suitable collection development and also to reduce unnecessary duplication wherever possible. New Delhi is a major resource-sharing library Network in India connecting more than 7700 institutions in 33 states in India and a few other countries comprising Universities, Colleges, R&D organizations, medical hospitals, etc. DELNET is devoted to the Modernisation & Networking of Libraries. It was registered as a Society on June 30, 1992. It is located in Jawaharlal Nehru University Campus, New Delhi. "Networking Libraries, Sharing and Spreading Knowledge" remains the prime motto of DELNET with which it is working relentlessly for past more than 30 years. DELNET received the prestigious IIPA Award for Excellence in Public Services on October 30, 2020, announced in the gracious presence of the Hon'ble Former Vice President of India Shri M. Venkaiah Naidu.

The main objectives of DELNET is to promote resource sharing among the Member-Libraries by collecting, storing and disseminating information and by offering networked library services to users; to undertake research in the area of information science and technology, offer technical guidance to Member-Libraries; coordinate efforts for suitable collection development; facilitate and promote Inter-Library Loan

and delivery of documents, etc. DELNET has developed Discovery Portal, Knowledge Gainer Portal, and Vision Portal (Video Lectures). The portals have sophisticated features for advanced knowledge discovery. It is a simple, single-window discovery layer, which encourages the users to explore the networked library/knowledge resources offered through DELNET in a feature-rich environment. DELNET is a great boon for faculty, researchers, scholars, and students.

Delnet link for remote access.

Delnet- https://delnet.in

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

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

Energy Conservation- The institution has a stated Energy Policy indicating ways of energy conservation, use of alternate sources of energy for meeting its power requirements. The institute achieved **Energy Audit Certificate** for the year 2022-25**.** The institute makes all efforts for energy saving and conservation. LED lights have been installed to reduce energy consumption. Master switches have been installed outside the classrooms and floors and they are labeled so that, only those required can be switched on. Instructions, to keep the switches off when not in use, are displayed near the switch boards and the same is ensured in practice. During day time there is no need to keep lights ON as the rooms are well lighted and ventilated. The air conditioners are maintained at or above 24-degree Celsius temperature. Tree plantation is done on the campus and in the adjoining area of the institute. Eco friendly saplings are gifted to resource persons as memento. **Rain Water Harvesting** system is installed in the institution where rain water is collected and utilized for different purposes. It is ensured to use **optimal quantity of water** to avoid water wastage. To ensure saving of the paper one side printed papers are used for rough work and two sides of paper printing is encouraged. Waste management is done judiciously by keeping separate dustbins for dry and wet waste. Man power is out sourced for keeping the campus clean. Computers and laptops are used when required. Computers, laptops and photo copiers are kept at sleep mode when not in use. It helps to cut energy costs by approximately 40%.

Various activities like celebration of Environment Day, Panel Discussion on Water Conservation, Tree Plantation Drive etc. were conducted in the institute to spread awareness about energy conservation among students.

Alternate Sources of Energy - The institute currently uses five generator sets of total 597.5 KVA power as an alternative source to meet its power requirements. These generator sets supply uninterrupted power to avoid fluctuations and disturbances in academic block, hostels, residences, student activity centre, sewage pump, medical centre, pump house etc. In order to get better output, service of all the generator sets is done on regular basis. There were a solar panels installed in institute's hostel roof but as it was not functioning well and repairing cost was not economical, therefore managerial decision was taken to scrap it off in the year 2022.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

Institution has a stated policy and procedure for implementation of waste management. The Rule Book for Army Welfare Education Society Institutes clearly states the procedure of **Annual Stock Taking Board** in Chapter 9. Amendments are also done as and when need arises. Last amendment in the policy was done on 21 Mar 2022.

There is a provision of categorically collection of waste material. Biodegradable, non-degradable, & e-wastes are collected separately. Waste materials in the campus are segregated into following ways:

(i)   **Solid Waste Management** - Solid waste material is collected in separate dustbins. Garbage bins are kept at different places on the campus for the collection of regular solid waste material. The Institution has a waste management dump yard in which all the collected waste is dumped. More than five years old used internal assessment answers sheets, practical records and old newspapers, are sold to the local vendors for recycling purpose. The institution has two vermi composting pits. The biodegradable waste including plant waste, collected from the college campus is converted into the vermi compost. The vermi compost is used as manure in the gardens. Non-biodegradable waste is collected by Greater Noida Development Authority, Greater Noida for further disposal and recycling

(ii)   **Liquid waste Management-** The Institute is located within the jurisdiction of Greater Noida Authority and the liquid waste of the institute is connected to the drainage system provided by the municipality. The liquid waste is pumped into sewage lines of the Greater Noida Authority. The institute is having seven rain water harvesting points. Waste water is recycled and collected in the reservoir and used for plantation. The Institute ensures that the students and the staff members avoid wastage of water and instructions for the same are displayed at various places. Students are sensitized towards water conservation through different activities such as panel discussion on Water Conservation and Tree plantation drive etc.

(iii)   **E-Waste Management:** Students and faculty members are discouraged to use CDs and other temporary e resources. WhatsApp groups are created for each Batch and most of the information is shared on WhatsApp group and through email to reduce e-waste. For appropriate E-waste management, useful parts of electronic gadgets are removed before dumping in separate dustbins. The unserviceable electronic waste and computer accessories are auctioned to licensed purchasers for recycling. All hard disks are destroyed before auction and then scrap is handed over for disposal.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3 Institution waste management practices include

     1. **Segregation of waste**
     2. **E-waste management**
     3. **Vermi-compost**
     4. **Bio gas plants**
     5. **Sewage Treatment Plant**

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Link for additional information	[View Document](#)

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

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

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

Response:

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

Cleanliness- Army Institute of Education engaged the students and faculty in various activities under the

Prime Minister's **"Swachh Bharat Mission"**. The institute has been enlisted as one of the 6750 Swachh Institutions of the country in 2018-19 by Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Government of India and had been certified as **'Recognised Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution'** by Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Government of India on 30 Aug 2020.

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

Green Cover- Lush green campus of AIE provides space for study, play, outdoor events, relaxation and aesthetic appreciation. The institute achieved **Environment Audit Certificate** for 2022-25 and **Green Audit Certificate** with **Platinum Ranking**. There are number of trees including many fruits trees and shrubs on campus along with herbal garden having many medicinal plants. The varied green cover of the institute is also an abode to a number of species of reptiles and birds. The institution has maintained Herbal garden in which variety of medicinal plants like Aloe vera, Tulsi, camphor, Amla etc are grown. Teaching and non-teaching staff staying in residential complex of the institute maintain kitchen garden to utilize available fertile area. 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'**.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 16.48

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
11.90568	15.63554	13.57458	14.19245	11.20389

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

AIE puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Local environment - The institute is located in lush green campus. There is a big Yoga lawn, which is utilized for conducting Yoga workshops and practice yoga on individual basis. The herbal garden of the institute is a repertoire of unique medicinal plants. Flora and fauna of the institute facilitates conducive environment for curricular and co -curricular activities. Medical facilities and market facilities are available in adjoining area.

Locational Knowledge and Resources - The institute collaborates with local government and non-government authorities to organize various awareness rallies in Greater NOIDA. One such event was Divyangjan Awareness Rally which was held on 30th September, 2021. Many schools including Special and inclusive 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. To strengthen the relationships, MoUs are also signed with different organisations. The institute is having collaboration with AIE is located adjacent to Gurjinder Vihar, an Army Welfare Housing Organization in which ECHS dispensary is available, where students can avail medical facility. In case of emergency, Students can also avail medical facilities at Yatharth hospital which is one kilometer away from the institute. The institute has collaborated with Kailash Hosptial and Yatharth hospital for providing medical services on discounted rate to all the members of AIE especially students, teaching staff, non-teaching staff and parents of staff members. As many educational institutes are situated in knowledge park Greater NOIDA, therefore renowned speakers visit the institute for guest lectures on important themes. Students and faculty members also get opportunities to participate in various events organized by different institutes.

Community Practices and Challenges - The institute organises awareness programmes, nukkad natak, donation of teaching aids etc in the neighbouring areas. The Institute in collaboration with an NGO, Human Touch Foundation organized 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. Eco club of Army Institute of Education in collaboration with Human Touch Foundation performed a Street Play to celebrate the Earth day at Captain Academy School, Dankaur Village, Greater Noida, Uttar Pradesh on 22 Apr 2022. Students visited to Kheda village, Greater NOIDA to spread awareness about Tuberculosis on Word Tuberculosis day on 26 Mar 2018.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct

4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice 1

Environmental Sustainability

Army Institute of Education is having a lush green campus spread over nearly 2.92 acres of land in a prime location in Greater NOIDA. The institute provides an ideal environment to the aspiring learners for pursuing their studies in education. In the last five years, the College has successfully undertaken many innovative practices for environmental sustainability and organized many activities.

Objectives of the Practice: The objectives of the practice are as follows-

- To create a pollution free environment for better learning outcomes.
- To promote comprehensive recycling and composting of biodegradable wastes.
- To organize various activities to promote sustainable development and for conservation of renewable and non-renewable resources.
- To achieve Certification for Energy Audit, Green Audit and Environmental Audit.

The Context: The rate of environmental degradation due to human activities in the 21st century is alarming. Currently, one of the biggest problems faced by humanity is to maintain environmental sustainability. AIE has been constantly working towards creating and maintaining an eco-friendly and

clean campus. The building is aesthetically designed and built-up learning spaces of AIE Greater Noida meet all local building laws. A huge area on the campus is a habitat for diverse flora and fauna. The institute ensures the sustainability of available resources and organize activities to spread awareness about environmental sustainability among the students, staff and society.

Best Practice 2

Title of the Best Practice:

Student Centric Teaching Learning Approach- AIE strives hard to provide human and infrastructural support to the student teachers for their all-round development so that they become competent and efficient to adjust and excel in their professional life.

Objectives of the Practice: The objectives of the practice are as follows-

- To provide conducive, safe and learner friendly environment in the institute
- To implement innovative pedagogical practices
- To organize various events to provide platform to students for honing their skills
- To assess and evaluate students on personal and professional competencies
- To make students reflective practitioners

The Context: The success of any teaching learning process depends upon the fact that how effectively the needs, abilities, interests, and learning styles of the students have been taken into consideration while deciding the teaching learning approaches to be used in the class. Now the paradigm is shifting from teacher centred approach to learner centred approach. In AIE teachers are the mentors, who motivate students to learn how to learn and thus to teach themselves, rather than traditional teacher-centered learning in which main objective of a teacher is to pass instructions to deliver the content. Thus the students at AIE are active participants in teaching learning process where they get ample opportunities to conduct, organize and execute events and activities.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Institutional Distinctiveness

Army Institute of Education, one of the premier teacher education Institutes, provides ample opportunities to the students to hone their skills so that they could evolve as competent teachers to fit in contemporary educational organizations. At the commencement of the session meticulous planning is done by well-established **Training and Placement Cell**. The Training and Placement Cell Committee is reconstituted annually. It consists of one Convener and two faculty members and few student members who proactively work for maximum placement of the students. The institute is having a **placement policy** which is uploaded on the website. The placement and recruitment policy outlined is intended to provide every student-teacher an equal opportunity for getting the best job offer. **Placement Brochure** is also published annually. It consists of the students' profiles and major events organized by Training and Placement Cell. The placement brochure is shared with different schools, so that the profiles of all the students could be shared with them. It helps in preliminary selection of the students as per the requirement of respective schools. The institute makes diligent efforts to enhance the personality of the students so that they could successfully embark on their professional journey. AIE has enduring relationships with large number of schools across India.

Some of the initiatives of Training and Placement Cell are as under:

Personality Development Programme (PDP)- Personality Development Programme is organised every year in which speakers from varied backgrounds enrich students in different domains through interactive sessions. Very important topics like Communication Skills, Effective Resume Writing, Persuasive Presentation Skills, Impeccable Interview Skills, The Art and Science of Public Speaking, E-mail Communication & Etiquettes etc are covered in PDP sessions.

Mock interviews- Before inviting the school Principals/management on the campus, mock interview is conducted. It helps in developing students' confidence for facing interview panel.

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

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 organises Principal Talk Series, where school Principals from all over the country are invited to take the sessions on various topics.

Alumni Talk Series- To get the learning from Institute's alumni, Training & Placement Cell (TPC) AIE organizes Alumni Talk Series. Alumni share their experiences and apprise students with the latest trends of school education.

Witness real interviews at APS- 20 students of Batch 2016-18 went to APS Shankar Vihar, from 05-08 Mar 2018 as part of observation team for observing ongoing interviews for teaching post in Army Public Schools of Delhi Area.

International Internship Programme- Two students of B.Ed. Batch 2016-18 attended one week Internship in Dubai Scholars Private School, Dubai(UAE) from 11-17 Mar 2018.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Hostel facility for students and residential facility for staff: AIE has hostel facility for boys and girls with capacity of 250 boys and 250 girls. Mess and laundry services are also provided to the students. Residential facility is available for faculty. In the entire campus including hostel, academics and residential block 24X7 power back up and 24X7 Wi-Fi services are available.

Awards to the students: To motivate the students there is a provision of awarding toppers (at three positions) with Excellence awards which includes cash prize, certificates and trophy. Chief of Army Staff Rolling trophy is given to the topper in academics and All round best student rolling trophy is given to the student who performs equally best in academic and co-curricular activities.

Career Advancement facility for the faculty members: Teaching Staff is supported with the facility of carrying out research work. Plagiarism software is free available for staff to check the plagiarism of their research work. They are motivated to carry out best research work. SoP is in place to provide support to the students.

College publications: College publications of AIE includes 'Vivaksha' Annual magazine which includes student write ups.'Sanklan' is the Bi-annual Newsletter which includes all the details of college achievement biannually. 'Eduspectra' The annual Interdisciplinary Research Journal is peer reviewed Journal. Seminar proceedings are published for the seminar organised by the institution every year.

Student support and progression: To support students for health services MoU has been signed with hospitals in which they can avail reqd. services on subsidised rates. There is a provision of 'Vidyarthi Syurksha Chakra' Insurance policy for students against any accidental case. ESSA scheme of AWES is yet another scheme to provide financial support to the students.

Green campus initiative: AIE takes initiative regularly to keep the campus green and clean. Various activities are also conducted by Eco Club of the college for Environment sustenance.

Support to Non -Teaching Staff: NTS is very important part of the college.They are given benefits of EPF, EOLs, CL..

Outreach Programs: Initiatives are taken for organising awareness programs for Environmental sustainability, Girl Child protection, Inclusive education etc.

Concluding Remarks :

Army Institute of Education was Established in 2003 by AWES under the affiliation of GGSIP University. Since its inception institute has rendered invaluable service in the field of education by providing quality education to future teachers. It has evolved as one of the best teacher education institutions of GGSIPU and has been awarded Grade 'A' from consecutive 6 years in the inspection held by Joint Assessment Committee (JAC) of GGSIPU and DHE. Currently two programs are offered in it and students from PAN India are registered in it, which gives a sense of multiculturalism. The institute is well equipped with all modern facilities

that supports teaching learning activities. Its Governing body is the leading source of the institute, following the guiding principles of discipline, honesty, integrity and quality education AIE is believing in the virtues of Indian Army and providing the best Education Facilities to the students.

The rich heritage, legacy and culture of the Institute is providing vibrant learning environment to the students which forms the foundation for their successful future. The availability of resources, infrastructure, mentoring & guidance by the faculty and support by the management ensures provision of best opportunities to the students to learn and grow.

In the frame of NEP 2020, AIE has envisioned education system with more holistic viewpoint and there are more opportunities available for expansion with more challenges involved. Focus on research incorporation of more ICT based practices in teaching learning practices, developing MOOCs, making institution multidisciplinar are some of the areas which have some challenges involved but AIE is determined towards giving best services for the impating quality education. AIE always aspires to grow and contribute more towards the welfare of society and to develop such citizens who can act as catalyst to shape the destiny of India.