



# **ARMY INSTITUTE OF EDUCATION**

**Plot M-1, Pocket P-5,  
Greater Noida-201306 (U.P.)**  
Ph-0120-2343741, 2343742 (Fax)  
e-mail: [aiedelhi@gmail.com](mailto:aiedelhi@gmail.com)  
website: [www.aie.ac.in](http://www.aie.ac.in)



## **SELF APPRAISAL REPORT (SAR)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION  
COUNCIL, BANGALORE-560072**

July 2015

## **STEERING COMMITTEE**



**DR. SAKSHAM SINGH  
PRINCIPAL**

## **ACKNOWLEDGEMENT**

I am pleased to extend my heartfelt gratitude to Major General Abhay Krishna, AVSM, SM, VSM Chairman, Army Institute of Education, Greater NOIDA for his constant support and motivation which inspired me to conceive this project.

I gratefully acknowledge the valuable co-operation, guidance, suggestions and support received from Brigadier Alok Raj, BGS, HQ Delhi Area (member Institute Managing Committee), Colonel A R Chatterji, SO (Edu) Colleges, Dr. Saksham Singh, (Principal), Colonel YPS Wadhwa, (Retd) Registrar Army Institute of Education. I sincerely appreciate teaching and non-teaching staff for their endless support, kind and understanding spirit during the activity of preparation of Self-Appraisal Report.

I am also thankful to the management Major General B S Daulta (Retd), AVSM, VSM, Managing Director, Army Welfare Education Society (AWES) for his guidance and support.

I once again salute to all those who have directly or indirectly extended their support in preparing this report.



**Ms. Ruchi Saxena**  
**COORDINATOR – NAAC STEERING COMMITTEE**



Col YPS Wadhwa (Retd), Registrar



Dr. S.K. Panda (Asst Proff)



Ms. Pratibha Garg (Asst Proff)



Mr. Jai Kumar (Asst Proff)



Dr. Babita Bhardwaj (Asst Proff)



Ms Meera Maurya (Asst Proff)



Dr Sarita Verma (Asst Proff)

## CONTENTS

S.No.	Particulars	Page Number
<b>INSTITUTIONAL DATA</b>		<b>1-31</b>
<b>A. Profile of the Institute</b>		<b>1-4</b>
<b>B. Criteria-wise inputs</b>		<b>5-31</b>
<b>EVALUATIVE REPORT</b>		<b>32-163</b>
<b>Criteria-wise Analysis</b>	<b>Criteria I : Curricular Aspects</b>	<b>32- 46</b>
	<b>Criteria II : Teaching Learning and Evaluation</b>	<b>47- 65</b>
	<b>Criteria III : Research, Consultancy and Extension</b>	<b>66-105</b>
	<b>Criteria IV : Infrastructure and Learning Resources</b>	<b>106-119</b>
	<b>Criteria V : Student Support and Progression</b>	<b>120-137</b>
	<b>Criteria VI : Governance and Leadership</b>	<b>138-155</b>
	<b>Criteria VII : Innovative Practices</b>	<b>156-163</b>
<b>EXECUTIVE SUMMARY</b>		<b>164-165</b>
<b>VALUE FRAMEWORK</b>		<b>166-167</b>
<b>BEST PRACTICES</b>		<b>168-173</b>
<b>MAPPING</b>		<b>174</b>
<b>DECLARATION</b>		<b>175</b>
<b>PHOTO GALLERY</b>		<b>i – xxiv</b>

## ANNEXURES

<b>Ser No</b>	<b>Contents</b>	<b>Page No</b>
<b>1</b>	A brief note on teacher education scenario in the state	<b>I-III</b>
<b>2a</b>	Institutional Academic Calendar	<b>IV-XV</b>
<b>2b</b>	Timetable	<b>XVI-XVII</b>
<b>3</b>	A copy of the syllabus	<b>XVIII-XLVI</b>
<b>4</b>	Master plan of the Institution	<b>XLVII-L</b>
<b>5a</b>	Sample of students' feedback on curriculum	<b>LI</b>
<b>5b</b>	Sample of students' feedback of faculty	<b>LII</b>
<b>6</b>	Audited income-expenditure statement for the previous financial year	<b>LIII-LXV</b>
<b>7</b>	A copy of the latest recognition letter issued by NCTE	<b>LXVI-LXXVII</b>
<b>8</b>	University results of previous academic year	<b>LXXVIII-LXXXIX</b>
<b>9a</b>	Sample of Feedback on Practice Teaching by Teacher Educators	<b>XC</b>
<b>9b</b>	Sample of Feedback on Practice Teaching by Peers	<b>XCI-XCIII</b>
<b>9c</b>	Sample of Feedback on Practice Teaching by Practice Teaching Schools	<b>XCIV</b>
<b>10</b>	CWAT (Permission letter, SOP & Instructions)	<b>XCV-CIX</b>
<b>11</b>	UGC Certificate	<b>CX-CXI</b>
<b>12</b>	Blue Book (Duties & Functions)	<b>CXII-CXXX</b>
<b>13</b>	Sample of Annual Confidential Report	<b>CXXXI-CXXXVII</b>
<b>14</b>	Abbreviations	<b>CXXXVIII-CXXXIX</b>

## A. Profile of the Institution

1. Name and address of the institution : Army Institute of Education,  
Plot M-1, Pocket P-5,  
Greater Noida - 201306,  
Uttar Pradesh
2. Website ULR : [www.aie.ac.in](http://www.aie.ac.in)
3. For communication : as per Ser.1 above.

### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. Saksham Singh, Principal	0120-2343741 9958003280	2343742	<a href="mailto:aiedelhi@gmail.com">aiedelhi@gmail.com</a> <a href="mailto:sakshams10@gmail.com">sakshams10@gmail.com</a>
Vice-Principal	-	-	-
Ms. Ruchi Saxena Self - appraisal Co-ordinator	9871576582	-	<a href="mailto:aieruchisaxena@gmail.com">aieruchisaxena@gmail.com</a>

### Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. Saksham Singh, Principal	0120-2343741	9958003280
Vice-Principal	-	-
Ms. Ruchi Saxena Self - appraisal Co-ordinator	-	9871576582

4. Location of the Institution:

Urban  Semi-urban  Rural  Tribal

Any other (specify and indicate)

5. Campus area in acres:

2.92

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:  
Month & Year

MM	YYYY
07	2003

8. University/Board to which the institution is affiliated:

Guru Gobind Singh Indraprastha University, Delhi

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

2f	MM	YYYY
	05	2010

Month & Year

12B	MM	YYYY
	-	-

10. Type of Institution

(a) By funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

(b) By Gender

i. Only for Men

ii. Only for Women

iii. Co-education

(c) By Nature

i. University Dept.

ii. IASE

iii. Autonomous College



- iv. Affiliated College
- v. Constituent College
- vi. Dept. of Education of Composite \ College
- vii. CTE
- viii. Widows/dependent/wards of Serving and Retired Army personnel.

11. Does the University / State Education Act have provision for autonomy?

Yes  No

If yes, has the institution applied for autonomy?

Yes  No

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	UG & PG	Degree	One Yr	English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (Specify)			Certificate		
				Diploma		

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/ Elementary				
Secondary/ Sr. Secondary	B.Ed.	1. NCTE Jaipur NRC/F-3/ DH-178/2003/2373 dt 05 Jul 2003 2. F.NRC/NCTE/DH-178/214 <sup>th</sup> meeting / 2013 / 45997 - 46000 dated 29 May 2013 3. F.NRC/NCTE/DH-178/2015/90811 dated 11 Mar 2015		100
Post Graduate				

## (B) Criterion-wise inputs

### Criterion I: Curricular Aspects

1. Does the Institution have a stated  
 Vision 

Yes	✓	No	
-----	---	----	--

  
 Mission 

Yes	✓	No	
-----	---	----	--

  
 Values 

Yes	✓	No	
-----	---	----	--

  
 Objectives 

Yes	✓	No	
-----	---	----	--

2. (a) Does the institution offer self-financed programme(s)?  
 If yes, 

Yes	✓	No	
-----	---	----	--

(a) How many programmes? 

01
----

(b) Fee charged per programme 

69220/-
---------

3. Are there programmes with semester system 

Yes
-----

4. Is the institution representing/participating in the curriculum development/  
 revision processes of the regulatory bodies?  

Yes	✓	No	
-----	---	----	--

If yes, how many faculty are on the various curriculum development/vision  
 committees/boards of universities/regulating authority.

02
----

5. Number of methods/elective options (programme wise)

D.Ed.	18/16
B.Ed.	
M.Ed. (Full Time)	
M.Ed. (Part Time)	
Any other (specify and indicate)	

6. Are there Programmes offered in modular form  

Yes		No	✓
-----	--	----	---

Number	
--------	--

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes		No	✓
Number			

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
Number	01		

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

10. How long does it take for the institution to introduce a new programme within the existing system?

3-4 months
------------

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	✓
Number			

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	✓	No	
Number	01		

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes  No

14. Does the institution encourage the faculty to prepare course outlines?

Yes  No

## Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- |     |   |                                     |
|-----|---|-------------------------------------|
| (a) | Through an entrance test developed by the institution       | <input checked="" type="checkbox"/> |
| (b) | Common entrance test conducted by the University/Government | <input type="checkbox"/>            |
| (c) | Through an interview  | <input type="checkbox"/>            |
| (d) | Entrance test and interview                                 | <input type="checkbox"/>            |
| (e) | Merit at the qualifying examination                         | <input type="checkbox"/>            |
| (f) | Any other (specify and indicate)                            | <input type="checkbox"/>            |

2. Furnish the following information (for the previous academic year):

(a)	Date of start of the academic year	01 Aug 2014
(b)	Date of last admission	30 Sep 2014
(c)	Date of closing of the academic year	06 Jun 2015
(d)	Total teaching days	194
(e)	Total working days	215

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	02	98	100	01	09	10	01	89	90
M.Ed. (Full Time)									
M.Ed. (Part Time)									

**Note-** As per GGSIP University rules widow/War widow/wards of Defence personnel will be allowed 5% relaxation of marks in the minimum eligibility requirement.

4. Are there any overseas students?

If yes, how many?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

(a) Unit cost excluding salary component

60268.66

(b) Unit cost including salary component

110627.47

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	77.5%	50%	49.9%	45.73%
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

**Note-** As per GGSIP University rules widow/War widow/wards of Defence personnel will be allowed 5% relaxation of marks in the minimum eligibility requirement.

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes  No

8. Does the institution develop its academic calendar?

Yes  No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	40.53 %	27.03%	32.44%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

- (a) Number of pre-practice teaching days 

3	6
---	---
- (b) Minimum number of pre-practice teaching lessons given by each student 

2	4
---	---

11. Practice Teaching at School

- (a) Number of schools identified for practice teaching 

0	9
---	---
- (b) Total number of practice teaching days 

3	0
---	---
- (c) Minimum number of practice teaching lessons given by each student 

4	4
---	---

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons in simulation	04	No. of Lessons Pre-practice teaching	04
------------------------------	----	--------------------------------------	----

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes  No

14. Does the institution provide for continuous evaluation?

Yes  No

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed. Core/pedagogical/Elective Course Practical Course	25% 40%	75% 60%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

(a) Number of sessional tests held for each paper

0	2
---	---

(b) Number of assignments for each paper

0	2
---	---

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Smart Class	✓	

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	
-----	---	----	--

Number	01
--------	----

19. Does the institution offer computer science as a subject?

Yes		No	✓
-----	--	----	---

If yes, is it offered as a compulsory or optional paper?

Compulsory

Optional



## Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength.

Number	04	50%
--------	----	-----

2. Does the Institution have ongoing research projects?

Yes	✓	No	
-----	---	----	--

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

3. Number of completed research projects during last three years.

-

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave

✓
- Teachers are provided with seed money

✓
- Adjustment in teaching schedule

✓
- Providing secretarial support and other facilities

✓
- Enhanced library access

✓

5. Does the institution provide financial support to research scholars?

Yes  No  ✓

6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes  No

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	Yes		07
National journals – referred papers Non referred papers	Yes		09
Academic articles in reputed magazines/news papers	Yes		-
Books	Yes		01
Modules, Chapters etc	Yes		12

9. Are there awards, recognition, patents etc received by the faculty?

Yes  No

Number

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	<input type="text" value="40"/>	<input type="text" value="20"/>
International seminars	<input type="text" value="06"/>	<input type="text" value="-"/>
National and international Conferences	<input type="text" value="11"/>	<input type="text"/>

11. What types of instructional materials have been developed by the institution?  
(Mark `✓' for yes and `X' for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

12. Does the institution have a designated person for extension activities?

Yes  No

If yes, indicate the nature of the post.

Full-time  Part-time  Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes  No

14. Are there any other outreach programmes provided by the institution?

Yes  No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

16. Does the institution provide consultancy services?

Yes

No

In case of paid consultancy what is the net amount generated during last three years.

Obligatory services

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	Yes
State level	Yes
National level	Yes
International level	Yes

## Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

7750.159 Sqm

2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science Lab(s)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d) Education Technology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) Computer lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Workshop for preparing teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

3. How many Computer terminals are available with the institution?

35

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

Rs 2,40,000

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

Rs 3,07,714

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs. 1,48,954

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

Rs 50,000

8. Has the institution developed computer-aided learning packages?

Yes  No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	2	6		
Non-teaching	13	02		

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching				
Non-teaching				

11. (a). Number of regular and permanent teachers  
(Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	2	6		
Readers				
Professors				

(b). Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers				
Readers				
Professors				

(c) Number of teachers from

Same state	02
Other states	06

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:12
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. (a) Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	09	1		
Temporary	02	1		

(b) Technical Assistants

Permanent	M	F	M	F
	02			
Temporary	M	F	M	F

14. Ratio of Teaching – non-teaching staff

1:2

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

28.23%

16. Is there an advisory committee for the library?

Yes  No

17. Working hours of the Library

On working days	9:00 AM to 5:00 PM
On holidays	As per requirement
During examinations	9:00 AM to 7:00 PM

18. Does the library have an Open access facility

Yes	✓	No	
-----	---	----	--

19. Total collection of the following in the library

a. Books	9077
- Textbooks	6609
- Reference books	2468
b. Magazines	21
c. Journals subscribed	25
- Indian journals	21
- Foreign journals	04
d. Peer reviewed journals	01
e. Back volumes of journals	68
f. E-information resources Ebsco	01
- Online journals/e-journals	13
- CDs/ DVDs	58
- Databases	-
- Video Cassettes	30
- Audio Cassettes	31

20. Mention the

Total carpet area of the Library (in sq. mts.)	565.328
Seating capacity of the Reading room	50



21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

22. Which of the following services/facilities are provided in the library?

Circulation

Clipping

Bibliographic Compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

(i) Wi-Fi Facility

(ii) Fully Air-conditioned

(iii) Good collection of around 2100 Gifted Books

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

24. Furnish information on the following

Average number of books issued/returned per day

10

Maximum number of days books are permitted to be retained  
by students

15 days

by faculty

30 days

Maximum number of books permitted for issue

for students

04

for faculty

06

Average number of users who visited/consulted per month

400

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

70:1

25. What is the percentage of library budget in relation to total budget of the institution

1.39%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

Books	2012-13		2013-14		2014-15	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	21	3,879	514	1,15,649	68	7,045
Other Books	-	-	-	-	124	9,689
Gifted	488	-	51	-	11	-
Journals/ Periodicals	-	-	03	9,080	22	18,265
Magazine	-	-	12	3,021	09	12,444
Ebsco on line e- resource	-	-	-	-	01	99,917
e- Journal	-	-	-	-	13	18,400
Transferred Books from AIHE ( Sister concern)	-	-	3314	-	-	-

## Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2012-13	2013-14	2014-15
D.Ed.			
B.Ed.	Nil	Nil	Nil
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, how many students are under the care of a mentor/tutor?

1:20
------

3. Does the institution offer Remedial instruction?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

4. Does the institution offer Bridge courses?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

5. Examination Results during past three years (provide year wise data)

	UG		
	2012-13	2013-14	2014-15
Pass percentage	100	99	100
Number of first classes	58	49	25
Number of distinctions	40	49	75
Exemplary performances (Gold Medal and university ranks)	-	-	-

Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2012-13	2013-14	2014-15
NET	-	-	-
SLET/SET	-	-	-
CTET/ TET/Combined Screening Board (CSB) Exam	07	17	04

6. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship	03	03	03
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Army Group Insurance Fund (AGIF) Scholarship	-	21	24

7. Is there a Health Centre available in the campus of the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

8. Does the institution provide Residential accommodation for:

Faculty	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Non-teaching staff	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

9. Does the institution provide Hostel facility for its students?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, number of students residing in hostels

Men	01
Women	82

10. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

11. Availability of rest rooms for Women

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

12. Availability of rest rooms for men

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

13. Is there transport facility available?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

14. Does the Institution obtain feedback from students on their campus experience?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

15. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-✓	-	01	✓	-	01
Inter-university	✓	-	01	✓	-	01
National	✓	-	01	-	-	-
Intra College Cultural Festival ULLAS	✓	-	01	✓	-	01

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State(University Level)	1	05
Regional	-	-
National	02	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2012
------

19. Does the institution have a Student Association/Council?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

20. Does the institution regularly publish a the Institute magazine?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	11	12	20
Employment (Total)	26	36	21
Teaching	21	35	20
Non teaching	5	01	01

Is there a placement cell in the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, how many students were employed through placement cell during the past three years?

2012-13	2013-14	2014-15
-	15	10

23. Does the institution provide the following guidance and counselling services to students?

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes

No

Governing Body/management	3 Months
Staff council/ Staff Meeting	Weekly
IQAC/or any other similar body/committee	-
Internal Administrative Bodies contributing to quality improvement of the institutional processes. ( Institute Management Committee, Annual Administration and Technical Inspection and annual Audit)	Quarterly and Annually

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

Medical assistance

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Insurance

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Other (specify and indicate)

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

4. Number of career development programmes made available for non-teaching staff during the last three years

0	0	3
---	---	---

5. Furnish the following details for the past three years

- (a) Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization

10
----

- (b) Number of teachers who were sponsored for professional development programmes by the institution

National

	1	4
--	---	---

International

	0	4
--	---	---

(c) Number of faculty development programmes organized by the Institution:

0	0	2
---	---	---

(d) Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organized by the institution

0	1	1
---	---	---

(e) Research development programmes attended by the faculty

0	0	3
---	---	---

(f) Invited/endowment lectures at the institution

0	2	4
---	---	---

Any other area (specify the programme and indicate)

-	-	-
---	---	---

6. How does the institution monitor the performance of the teaching and non-teaching staff?

(a)	Self-appraisal	Yes	✓	No	
(b)	Student assessment of faculty performance	Yes	✓	No	
(c)	Expert assessment of faculty performance	Yes	✓	No	
(d)	Combination of one or more of the above	Yes		No	✓
(e)	Any other (specify and indicate)	Yes		No	✓

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

10 hours
----------



8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	4,00,000
Fees ( Interest on FD, Credit Balance, Corpus grant),Western Command Youth Festival share	1,01,13,737
Donation	-
Self-funded courses	-
Any other (Technical Grant)	1,00,000

9. Expenditure statement (for last two years)

	2013-14	2014-15
Total sanctioned Budget	56,48,163	1,01,13,737
% spent on the salary of faculty	42.96	28.23
% spent on the salary of non-teaching employees	24.62	17.28
% spent on books and journals	5.3	1.39
% spent on developmental activities (expansion of building)	4.68	0.74
% spent on telephone, electricity and water	3.71	20.62
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	2.80	3.98
% spent on maintenance of equipment, teaching aids, contingency etc.	0.57	1.67
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	3.11	1.04
% spent on travel	0.11	1.88
Any other (specify and indicate)leave encashment, security stationary , wi-fi lease line, affiliation etc	12.07	23.12
Total expenditure incurred	54,96,261	1,10,62,747

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Year	Surplus in Rs.	Deficit in Rs.
2012-13	23,50,881	
2013-14	1,51,902.	
2014-15	-	9,49,010.

11. Is there an internal financial audit mechanism?

Yes  No

12. Is there an external financial audit mechanism?

Yes  No

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

14. Does the institution have an efficient internal coordinating and monitoring mechanism? Yes  No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes

No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes

No

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes

No

18. Is a grievance redressal mechanism in vogue in the institution?

(a) for teachers

(b) for students

(c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes

No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes

No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

No

## Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes

No

2. Do students participate in the Quality Enhancement of the Institution?

Yes

No

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
A	SC	-	-	-	-
B	ST	-	-	-	-
C	OBC	-	-	-	-
D	Physically challenged	-	-	-	-
E	General Category	-	-	-	-
F	Rural	-	-	-	-
G	Urban	-	-	-	-
H	Dependents of Army Personnel	2	2%	98	98%

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	-	-	3/15	20
B	ST	-	-	-	-
C	OBC	2/8	25	5/15	33.33
D	Women	4/8	50	1/15	6.66
E	Physically challenged	-	-	-	-
F	General Category	2/8	25	6/15	40
G	Any other ( specify)	-	-	-	-

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	2013-14	2014-15	2013-14	2014-15
SC	-	-	-	-
ST	-	-	-	-
OBC	-	-	-	-
Physically challenged	-	-	-	-
General Category	-	-	-	-
Rural	-	-	-	-
Urban	-	-	-	-
Dependents of Army Personnel	59.2%	58.65%	74.72%	77.50%

## B – CRITERIA-WISE INPUT

### CRITERION- I : CURRICULAR ASPECTS

#### 1.1 Curricular Design & Development

1.1.1 State the Objectives of the institution and the major considerations addressed by them? (Intellectual, academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of Ecology and Environment, Value orientation, Employment, Global Trends and Demands etc.)

**Vision, Mission and objectives of the Institute are as follows:**

**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.

**Objectives:**

1. To provide teacher training facilities to the dependents of the Army personnel including the war widows and their dependents.
2. To provide an environment to train teachers that is economically affordable yet qualitatively superior.
3. To equip trainee teachers with skill-sets that would enable them to integrate into the existing school system with ease.
4. To develop reflective practitioners in the teaching learning process.
5. To create teachers with high levels of sensitivities in the domain social and emotional intelligences.
6. To build on the qualities of National Integration, Tolerance, Justice, Fraternity, Liberty and Equality in the trainee teachers.

7. To inculcate spiritual values in the teachers for their holistic development.
8. To provide opportunities to explore and discover integration of technology into the teaching learning process.

Major considerations of the objectives are addressed in the following ways:

- Army Institute of Education was established with the aim to provide pre service teacher education facility exclusively to the dependents of the Army personnel including the war widows and their dependents. Keeping in view, the welfare of the Army wards, Directorate of Higher Education, National Capital territory (NCT), New Delhi gave special sanction to AIE to conduct entrance test Combined written Admission Test (CWAT) to admit 100% army wards for B.Ed. programme
- Army Institute of Education runs under the aegis of Army Welfare Education Society (AWES) established in 1983 to cater for the needs of the wards of Army personnel. Uniform rules, regulation and procedures are essential for efficient functioning of Army professional the Institutes in a transparent manner. AWES prepared “Rules & Regulations for Army The Institutes/Institutions” viz Blue Book and “Financial Management of Army Professional Institutes/Institutions” namely Yellow Book to ensure proper functioning of the Institute. The Institute conforms to numerous quality measures to ensure its impeccable credentials. These include Quarterly Academic Audit Reports, detailed and validated Standing Operating Procedures (SOP), an effective Internal Management Committee (IMC), various selection and purchase boards and regular inspections and visits by Army management hierarchy. The campus is equipped with state-of-the-art learning infrastructure – A unifying parasol roof adds to the beauty of the academic block with modernized elevated classrooms, an auditorium with the seating capacity of approx. 600 persons, high-definition video conferencing, seamless access to digital and online library resources, hostel facility, residential facility for faculty and staff, cafeteria, sports and recreational facilities, and support services such as convenience stores, and medical facilities. These amenities are provided to the students at an affordable cost.

- Teaching skills, ICT skills, Communication skills and Life skills are nurtured through Guest lectures, Seminars, Workshops, Training Programmes and varied interactive instructional techniques. Teaching Learning Resource Centre (TLRC) was established to provide a platform where student teachers learn to link theoretical knowledge with practical aspects so as to integrate into the existing school system with ease.
- Activities of the Institute are planned in such a way that student teachers gain variety of learning experiences. They are also provided with ample opportunities for critical observation of peers and self appraisal. Appropriate and sufficient feedback is given to the student teachers by the faculty to make them reflective practitioners.
- Group activities under house system, mentor mentee system and student clubs sensitize students towards self management, social awareness, self awareness and relationship management.
- Conduct of morning assembly, celebration of different national and religious festivals, observance of important days, cultural events and community service build on the qualities of National Integration, Tolerance, Justice, Fraternity, Liberty and Equality in the student teachers.
- Activities of morning assembly, workshops and guest lectures help student teachers in imbibing spiritual values.
- Well-equipped classrooms, automated and digital library with e-resources, labs with latest electronic gadgets and techno savvy well educated Faculty members are available in the Institute. Apart from this various interactive instructional techniques adopted in teaching learning process helps student teachers to explore and discover integration of technology.

**1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to feedback from Faculty, Students, Alumni, Employers and Academic Experts and formalizing the decisions in the statutory academic bodies).**

Curriculum is designed and developed by affiliating university, Guru Gobind Singh Indraprastha University (GGSIPU), New Delhi. The Institute maintains regular feedback mechanism. At the end of every semester feedback is collected on syllabus,



faculty, teaching-learning process and overall B.Ed. programme from the students. Feed back is also taken from Alumni, Employers, Principals of the practice teaching schools, Parents and Academic Experts. Suggestion boxes are placed in academic block as well as in the Library. As the Institute is run by Army officials, frequent visits and inspections are carried out throughout the year. During interaction with faculty and students, verbal feedback is sought. On different occasions feedback is documented in visitor's diary. Students also give their informal feedback during Farewell and Alumni meet.

The data thus collected is systematically analysed and obtained, views are discussed by the Principal with the faculty in staff meetings which are further conveyed in Institute Academic Advisory Board comprises of eminent educationalists from educational organisations like IGNOU, NCERT, NIOS and a representative of University School of Education (USE) GGSIPU.

### **1.1.3 How are the global trends in the teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?**

- The curriculum is structured in such a way by Guru Gobind Singh Indraprastha University, New Delhi, so that it can meet the trends and requirements at the global level. For this, following activities are emphasised in the curriculum :
  - a. ICT mediated education in theory as well as practical.
  - b. Three Elective papers i.e. Educational Guidance & Counselling, Educational Technology & Environmental Education & Disaster Management for enriching students' knowledge on global issues.
- The Institute in its academic calendar has made provisions for weekly special lectures, Educational gatherings, national seminars and various panel discussions wherein the topics beyond the prescribed curriculum are chosen fulfilling the need of global trends. Every year a National Seminar is organised in the Institute (on "Strengthening and Improving Teachers' Education" in 2015 & on "Innovation and Challenges in Teacher Education" in 2014). The educational gathering in the Institute deals with diverse areas like Value Education to Life Skill based Education, wherein both the teacher trainees and teacher educators collaborate in enriching their learning experiences. Some of the activities related to these areas are as follows:
  - i. Value Integrated Teaching and Learning (VITAL)

- ii. Community Service program like Awareness Drive in Jail, Herbal Garden Development, Blood Donation Camp etc.
  - iii. Personality Development Program (PDP) in every session.
  - iv. Various Social Awareness Programs like Road Safety, Literacy Campaign & observance of important days.
- The Institute's efforts to collaborate with national and international organisations has helped, bring together institutions for exchange of educational innovations, professional training of teachers and research and development etc.

#### **1.1.4 How does the Institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?**

- Institute organizes following activities to meet the national issues:  
**Environment:** Maintenance of Herbal Garden named **Panchwati** in the campus, Environmental Education as a subject in the Course, Earth Day Celebration & Anti-Tobacco Zone.  
**Value Education:** Value Integrated Teaching And Learning (VITAL) Workshop by Anand Ashram, Kerala is being conducted continuously from last two years to inculcate the value of '**ME TO WE**' among student teachers and to identify & integrate various values in their respective teaching subjects.  
**ICT:** Workshop on Open Educational Resources, workshop by INTEL<sup>®</sup> Education in India and practical training to the student teachers to use and integrate ICT in teaching and learning helps to develop ICT skills among learners.  
Environmental Education and Disaster Management **Paper Code-21128**, Integrating ICT mediated Education **Paper Code-21106**, Integrating Technology with Education **Paper Code-21146** and Education in Emerging Indian Society **Paper Code - 21102** are some of the papers included in B.Ed. curriculum which bears thrust on national issues. In order to inculcate spiritual values into teaching learning process and to provide opportunity to explore and discover integration of technology, two additional lessons based on VITAL and ICT each are delivered by student teachers during their teaching practice. Guest lectures, slogan writing and poster competitions on women empowerment and gender sensitization are organised.

**(Ref Annexure 3)**

**1.1.5 Does the Institution make use of ICT for curricular planning? If yes give Details.**

Yes, the Institute uses the ICT resources for the curricular planning. The details are as given below:

- Use of Technology Aided Learning (TAL) through MS word, MS Power Point, Internet and Web Links for making Assignments, Presentations and Lecture series.
- Keeping students records for the Placements and tutorials in the form of various groups as SEP groups, Placements group, Alumni Groups on WhatsApp, face book and other social networking sites and e mails, for regular interactions.
- Academic Calendar and updates of various activities are uploaded regularly on the web site of the Institute.
- Preparing and mailing weekly and monthly reports, evaluation records keeping etc.
- Online subscription of e- journals, e-newsletter and e-books.

**1.2 Academic Flexibility****1.2.1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

The Institute provides following experiences to the student teachers so that they become reflective practitioners:

- As the group is small, weekly group discussions regarding their experiences, problems and learning are discussed and individual attention is paid to the trainee teachers by the supervisors during School Experience Programme (SEP).
- Student teachers are also encouraged to do peer observation critically and self appraisal. Quality feedback is provided by the faculty during their School Experience Programme.
- Providing hands on experience to organize and manage various activities like Morning Assembly, House Activities, Club Activities, celebration of special days and events.
- Individual remedial sessions, Brain Storming sessions for the students and group discussions among them during the session.
- Providing platform during the orientation to share the skills and abilities of the students with each other and with faculty members.
- Division of students into Mentor Mentee groups (in ratio of 1:20) in order to counsel them whenever required.

- Organising sessions for the best teaching practices and showing videos and presentations on reflective practices to student teachers.
- Presentation by the student teachers in various seminars, Youth Festivals and also within their peer groups.  
Since maximum students stay in hostel, they gain experience to think as a team, to work together, discuss various curricular and extracurricular issues.

**1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

The academic calendar of the Institute is prepared enumerating all the activities before commencement of the session. Time -table is prepared on weekly basis which helps the Institute in incorporating the upcoming events effectively. The institution provides for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field in the following ways :

- (a) As Institute is residential, student teachers get an opportunity to participate in various events beyond academic hours.
- (b) Participation in Youth Festival of various Army Institutes of Western Command which includes Academics, Cultural and Sports competitions (to develop communication skills), stage handling, Interpersonal bonding, Physical Development, Team Spirit, Cooperation and Leadership,
- (c) Participation in sports events at University Level and All India Inter University level enhances their sports skills.
- (d) Student teachers participate actively in the Annual fest of the Institute - **Ullas**, Army Institute of Management & Technology Annual Fest - **Alankriti**, Amity Cultural Fest and the cultural fest of GGSIPU - **Anugoonj** in various academic, Cultural, Art & Craft events and various intercollegiate activities.
- (e) For holistic development of the student teachers, they are encouraged to participate in various Social Welfare Programs, Personality Development Programs, Value Integrated Programs, Visits to the various places for their knowledge enhancement (CIET, NEUPA, NCERT, National Science Centre, Surajkund Craft Mela, Central Jail, Taj Mahal, Agra). **(Refer Annexure 2b)**

**1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop Communication skills (verbal & written), ICT Skills, Life Skills, Community Orientation, Social Responsibility etc.**

In order to prepare intellectually competent, socially concerned, morally upright and technically inclined student teachers, various year long incessant activities are planned. The value added courses introduced in the institute are given below :

**Communication Skills (Verbal & Written):** Personality Development Program (PDP), Group Discussions, Classroom Presentations, Essay Writing, Slogan Writing, Board Decoration, Poster competitions, Annual magazine, Bi-annual Newsletter.

**ICT Skills:** INTEL workshop, workshop on Open Educational Resources, Power Point Presentations in groups. Multi Media Lessons, use of Smart Boards etc.

**Life Skills:** Guest Lectures on Life Skills, teaching about the basic life skills in the practical **paper code 21148**. Apart from this, one week Yoga workshop is also included as the important component of the curriculum. A workshop on First-Aid is also organised every year.

**Teaching Learning Resource Centre:** To equip student teachers with skill sets that would enable them to integrate the existing school system with ease, Teaching Learning Resource Centre is established in the Institute as mentioned in NCF 2009. It provides hands on experience in preparing Literacy Primers, Story & Poetry folders, Collage, Resource Booklets, Modules, Scrap books, Wall Magazines, Info-graphics, Concept Maps etc. to deal with real classroom/ school situations.

**Community Orientation:** With the help of Nukkad Natak based on social issues for Community awareness, community work as per the syllabus of GGSIP University, organization of Safety Drills and Women Empowerment Program, Sensitization program on Northeast community awareness etc. community orientation is enhanced.

**Social Responsibility Program/ Activities:** Blood donation Camp, adoption of a village, observance of road safety week etc. are organised by the institution to develop social responsibility among student teachers. **( Refer Annexure 3 )**

**1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?**

- (i) Interdisciplinary/ Multidisciplinary**
- (ii) Multi- skill development**
- (iii) Inclusive education:**
- (iv) Practice teaching:**
- (v) School experience / internship**
- (vi) Work experience / SUPW**
- (vii) Any other (specify and give details)**

The institution ensures inclusion of the following aspects in the curriculum in the following manner :

- (i) Interdisciplinary/ Multidisciplinary:** The six compulsory core courses, eighteen pedagogical courses and sixteen elective courses in the curriculum cater to inter and multidisciplinary nature of education.
- (ii) Multi- Skill Development:** Student teachers are actively involved in various curricular as well as co curricular activities as mentioned in the curriculum. The faculty ensures that each student teacher is assigned various responsibilities in order to develop multi skills like leadership quality, managerial skills, stage handling skills, team spirit, communication skills, ethical and adjustment skills, cooperation and ICT skills etc. Sports, yoga and life skills activities are included for developing the physical and mental aspect of the personality.
- (iii) Inclusive Education:** As all the students are wards of Army personnel belonging to diverse background therefore it is easier for them to comprehend the concept of inclusion in classroom situation. Remedial classes are organised for slow learners. Theory paper code 211104 and elective paper 21112 deals with the issues related to inclusion. Faculty and student teachers are also sensitized towards inclusion through Guest lectures, videos, seminars and visit to special schools like ASHA School run by Army Wives Welfare Association, (AWWA), Blind Schools and other NGOs. Mentor Mentee system helps to identify and provide solution to the problems, if any, related to healthy inclusion among the student teachers. Special assistance is provided to the students in the form of extra classes, study material, separate section in the Library and provision for classroom in the ground floor. Ramp has been constructed and wheel chair facility is also provided if needed.

**(iv) Practice Teaching:** Practice Teaching is an Integral part of B.Ed. programme which is conducted in three stages

(a) Preparation for School Experience Programme

(b) Personalised Professional Sessions

(c) School Experience

**(a) Preparation for School Experience Programme**

**Content Enrichment Programme:** Teacher Educators encourage student teachers to collect information about the prevailing school curriculum and the prevalent textbooks at school specially of different boards like, CBSE and ICSC.

**Focussed Session:** In this session, during knowledge acquisition phase following activities are organised-

- Workshop on **Preparation of Teaching Aids** by resource person from Central Institute of Educational Technology (CIET), NCERT, Delhi.
- Workshop on VITAL by resource persons from Anand Ashram, Kerala.
- Workshop on **Orientation to School Experience Programme** by resource persons from Faculty Development and Resource Centre (FDRC) managed by Army Welfare Education Society (AWES).
- Workshop on **Open Educational Resources** by a resource person from Central Institute of Education (CIE), Delhi University.
- Workshop on **Computer Skills** by INTEL® Education in India.
- Personality Development Classes by career counsellor
- Interaction with school Principals to meet the aspiration and current trends in the schools.

**(b) Personalised Professional Sessions:** During this skill acquisition phase, Microteaching and Simulated lessons are delivered by the student teachers in their pedagogical subjects for about 36 days in which teacher educators polish the skills of each student teacher in a group as an observer. Budding teachers are also familiarised about school related projects such as Book Review, Case Study, Action Research, Preparation, Analysis and Interpretation of Achievement Test,

Digital School Profile, One Aspect Study, Peer Observation and Self Appraisal Record.

**(c) School Experience :** During this phase the student teachers prepare and transact forty four lessons (twenty lessons in each teaching method and two additional lessons one based on VITAL and one on Integration of Technology) They also organise and participate in co-curricular activities of the school.

**(v) School experience / internship :** As mentioned in para iv (c) above

**(vi) Work experience / SUPW:** To develop creativity and fine motor skills students are provided with various hands on experiences like preparation of low cost improvised Teaching Aids, Best out of Waste, Pot Decoration, Clay Modelling, Gardening, Interior Decoration, Painting, Development of Teaching Aids etc. Workshops on Art & Craft are also organised. Student teachers have also developed a herbal garden 'Panchvati'.

**(vii) Participation in cultural activities:** Apart from the above mentioned events, the Institute also organises Annual Cultural Fest 'Ullas', AWES Youth Festival, National and Religious festivals for all students irrespective of their faith to promote national integration.

**( Refer Annexure 3)**

### **1.3 Feedback on Curriculum**

#### **1.3.1 How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?**

The Institute has well placed mechanism to seek formal and informal feedback from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum.

- Institution takes feedback from the students twice in a year i.e. at the completion of each semester respectively. Apart from this, after the declaration of results, feedback is taken from the students to give their views about the overall experience and



suggestions for the course and betterment of the teaching learning process. Informal feedback is also taken during mentor-mentee meetings.

- Feedback from Alumni is taken at the time of ANUSMARAN-Alumni Meet. Alumni are also connected through Institute's website aie.ac.in. and face book aiealumni1@gmail.com
- Feedback is taken from the employers where our alumni work as teachers, through e mails or during the meetings organized by the Institute/ Employers at various occasions.
- There are various meetings (IMC, Administration and Technical Inspection, Director Principal's meeting, regular visits by management etc) organized by the institution from time to time to discuss about the academic aspects and we also work in the association with various NGOs for the practical applications of the knowledge and skills of the young mind e.g. Human Touch Foundation, VITAL and Others.
- Members of community give feedback about the Institute in visitors diary and the Institute's annual magazine 'VIVAKSHA' also contains a section in which parents are invited to give their views about the Institute.
- Regular visits by the members of management and by nominated dignitaries are an important part of the Institute. During the visits senior officers interact with the students and faculty and the suggestions are incorporated in future action plans.
- Feedback from Principal/ Teachers of practice teaching schools is also taken.

**1.3.2 Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? if yes give details on the same.**

Yes, there is a system developed by the Institute in which feedback taken from various sources is reviewed and analyzed. Parameters in which students have given positive feedback are marked as the strength of the Institute and the suggestions are analysed with rational outlook.

The areas in which improvement based on feedback done:

- Extended Library and ICT Lab timings
- Flexibility in Time -Table
- Installation of Smart Classes
- Elevated classroom with LCD projectors

- Establishment of Teaching Learning Resource Centre (TLRC)
- Wi-fi enabled campus
- Enrichment of Library with new books, Automation & e-resources
- Latest teaching techniques
- Content enrichment
- Field visits.

**1.3.3 What are the contributions of the institution to curriculum development? (Member of BoS / sending timely suggestions, feedback etc.)**

Curriculum Development is the part of GGSIPU for which University School of Education forms a Curriculum Development Committee in Collaboration with the Affiliated Institutes. Principal/Faculty is member of that Curriculum Development Committee. Faculty from the Institute participate in the Curriculum Development meeting organized by Guru Gobind Singh Indraprastha University (GGSIPU) and give their suggestions based on feedback received from various resources.

## **1.4 Curriculum Update**

**1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made)**

B.Ed. Programme have been changed from the annual system to semester system (two semesters Even and Odd) by GGSIP University from 2012 onwards. For the satisfaction of student teachers, the curriculum is revised and designed in such a way that it should boost the holistic development of the perspective teachers. Like inclusion of ICT as major subject in theory as well as practical, inclusion of community service as major part of Practical.

**1.4.2 What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)**

The Institute is affiliated to GGSIP University and follows the prescribed syllabus. Over and above faculty has autonomy to design and plan curriculum within the scope of the university norms. In academic advisory meetings the faculty discuss the suggestions obtained through interaction and feedback, the outcomes of the

meeting are forwarded to the university when institute's representatives attend curriculum revision meetings at GGSIPU. Informally the faculty has made independent changes to their own curriculum to augment the learning of the students from the students, faculty members and School Teachers on the issues that what to add and what are the demands of society. Need assessment – By visiting practice teaching schools & discussions with their Principals, teachers and students contemporary trends are analysed & changes in instructional strategies are listed. A comprehensive questionnaire on curricular is given to student teachers and is used as a tool for further improvement.

## **1.5 Best Practices in Curricular Aspects**

### **1.5.1 What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in the curricular aspects?**

- Institute is **ISO-9001:2008** certified.
- Institute's Quarterly Academic Audit Reports, detailed and validated Standing Operating Procedures (SOP), an effective Internal Management Committee (IMC), selection and purchase board and regular inspections and visits by Army management hierarchy confirm to numerous quality enhancement measures.
- Visits of eminent Educationists of National and International repute of various disciplines for special lectures and interactions with the student teachers enhance the academic quality of the Institute.
- Before sending the student teachers for School Experience Programme (SEP), elaborative activities in the form of workshops, guest lectures etc (as mentioned in question 1.2.4) are organised.
- The duration of the School Teaching Practice is considered main focus area by the institution since last ten years which is sustained by keeping association with various schools.
- Institution is also associated with various organizations like INTEL® Education India, Scholars International Group Dubai, University of Wolverhampton, United Kingdom and other academic peers so that education quality can be further enhanced.

**1.5.2 What innovations / best practices in 'Curricular Aspects' have been planned / implemented by the institution?**

Best Practices for Curricular Aspects are as follows:

- Integration of technology across the curriculum from creating and delivering presentations, from using online discussion groups to using technology enhanced self instructional material so that the teaching learning process becomes effective.
- Creation of Teaching Learning Resource Centre has helped student teachers translate curricular concepts into teaching aids like models, charts, wall magazines, class magazines Literacy Primers, Story & Poetry folders, collage, Resource Booklets, Modules, Scrap books, wall magazines, info-graphics, concept maps etc. to deal with real classroom/ school situations.

## Criterion II : Teaching-Learning and Evaluation

### 2.1 Admission Process and Student Profile

#### 2.1.1 Give details of the admission process and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution.

The Admission to the Institute is through Combined Written Admission Test (CWAT) conducted by AIE with special permission from Directorate of Higher Education (DHE) and GGSIPU, New Delhi. The CWAT helps choose candidates for B.Ed. institute, run by the Army Welfare Education Society (AWES). In order to qualify to get admission to AIE, Greater Noida each candidate must meet following two conditions:

- a. Must be a dependant of serving/ retired Army personnel.
- b. Must fulfil the eligibility criteria laid down by GGSIP University.

The CWAT examination is conducted over fifteen centres in India, assistance of local Army units at the stations is sought. The Institute strictly adheres to the Standing Operating Procedure (SOP) prepared by AWES in accordance to the rules and regulation of GGSIPU, merit list is prepared on the basis of marks obtained in entrance exam (CWAT) and weightage is given to the dependents of Gallantry Award holders and war widows, if any, as mentioned in the prospectus. Merit list is displayed on the Institute's notice board, Institute's & AWES website.

#### 2.1.2 How are the programmes advertised? What information is provided to prospective students about the programmes through the advertisement and prospectus or other similar material of the institution?

There is a common advertisement published in all reputed National Newspapers by the Army Welfare Education Society in the month of Dec/ Jan each year for all the twelve professional institutes under it. The advertisement acquaints the prospective students with the eligibility conditions, date of sale of prospectus, cost of the prospectus, the website of the Institute and the affiliating University. The sale of prospectus begins from 15<sup>th</sup> January each year till March 15<sup>th</sup>. The prospectus is also available on the Institute website.

The prospectus contains all the relevant details about the Institute, vision and mission, infrastructural facilities, hostel facilities, subjects offered, curriculum, fee structure, eligibility criteria, instructions for filling the application form, selection procedure, joining instructions, sample question papers, anti-ragging legislation with the help line number and contact details of Principal and Registrar of the Institute etc. The prospectus is annexed with application form, admit card, certificates (dependents and medical fitness certificate) and self addressed envelope.

The information related to the programme is also publicised through AWES Newsletter and Magazine, Student Diaries of Army Public Schools all over India. To acquaint students and teachers about the Institute, profile of the Institute is presented in various Army Public Schools of Delhi and NCR.

**2.1.3 How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?**

In order to maintain transparency in admission process and to monitor admission decisions, the Institute constitutes admission committee presided by the Principal, Registrar and two Faculty as members. Once the application of the prospective candidate reaches the Institute, an admission committee, comprised of three members, screens the applications and make note of the discrepancies, if any. The committee members also check the information provided like the percentage of marks and other eligibility conditions. If a candidate is found not fulfilling the required criteria, the candidate is intimated telephonically regarding the reason for rejection of application. No discrimination is made on the basis of rank of the parent/ guardian of the ward in the admission process.

CWAT Entrance Exam is conducted by AWES. Institute functions as nodal centre which prepares and prints all confidential material for CWAT such as entrance exam question papers, scoring sheets, evaluation of OMR sheets, dispatch and collection of examination related material to various examination centres. Results are uploaded on Institute's website. On the basis of merit list of CWAT, students are called for counselling. During counselling, candidate's documents are verified, group discussion and personal interview are conducted to assess students' strengths, weaknesses and communication skills. The final list of selected candidates is then sent to the GGSIPU for confirmation.

**2.1.4 Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)**

The CWAT is a merit oriented examination and Institute offers admission to the dependents of Army personnel from all over India irrespective of religion, gender, parents' rank etc. As the CWAT is only meant for the dependents of the Army personal, in a way it caters to the diverse needs of the Army. As Army Personnel are from diverse economic, regional, cultural and religious background it ensures to retain the diverse student population admitted to institution.

**2.1.5 Is there a provision for assessing student's knowledge / needs and skills before the commencement of teaching programmes? If yes give details on the same.**

After admission, a well planned one week orientation programme is conducted to orient student teachers with the Institute, peers and faculty members. Faculty acquaints them with course curriculum, academic calendar, rules and regulation of the Institute and Hostel, time-table, morning assembly, cultural activities and sport events. Student teachers are divided into sections with even and odd roll numbers and further into four houses Pragma, Pratihtha , Pragyanam and Pratihya. A tour of the Institute is also carried out to familiarise students with the campus and available facilities. After self introduction, based on academic qualification, areas of interest and achievements, students participate in pre-planned house wise activities such as dance & music, declamations, extempore, nukkad natak, board decoration etc. These activities help faculty in identifying various talents and potentials of the students. Overall assessment of communication skills of the student teachers is done through self-introduction.

**2.2 Catering to Diverse Needs**

**2.2.1 Describe how the institution works towards creating an overall environment conducive to learning and development of the students?**

The thrust of the teacher education programme at the Institute is by and large on providing an environment to the students wherein they not only grow academically but also develop cultural sensitivity, social responsibility and maturity. Students are trained with

academic rigor and with the ability to sustain/cope multi-tasking. The Institute creates an overall environment, conducive to learning in the following ways:-

- State of the art infrastructure - aesthetically planned building, well equipped labs, air conditioned classrooms, extended timings of lab as well as library.
- A library with more than 9000 books on various subjects of Education, Educational Surveys, Reference Books, Encyclopaedia, Dictionaries, Reports, Educational Journals, Collection of Rare Books, Competitive Books, Religious Books, Novels , Fiction, E- learning resources such as Ebsco.
- Individual attention in the form of Mentor-Mentee system and remedial teaching whenever required.
- Qualified and experienced faculty creates an environment by which students become active learners and reflective practitioners. Students are encouraged to use smart interactive boards.
- In time-table daily one period is allotted for ICT lab/ Library/TLRC/ House Meeting in which students go in house wise groups.
- Various co-curricular activities are organised and students are encouraged to participate in those activities. Special days related to festivals and important days are celebrated, Students also participate in inter the Institute fest during Anugoonj organised by GGSIPU, Youth Festival organised by AWES.
- Sports facilities are provided and various events are organised at Institute as well as University level in which students actively participate.
- Extension Lectures, Seminars and guest lectures are organised. Motivational and inspirational thoughts are displayed on the walls of classrooms, library, hostel and around campus to ignite and sensitize students.
- Student teachers are divided in to four houses viz. Pragya, Pratishtha, Pragyantum, Pratigya in which several inter house competitions are organised for holistic development of the students.
- Field trips
- Visit to school
- Student teachers opt for clubs of their choice under TLRC- Literary Club, Art and Craft Club, Eco Club



(Nature), Research and development club and Innovative Club, wherein students organise events, create material and participate in activities to gain varied experiences.

### **2.2.2 How does the institution cater to the diverse learning needs of the students?**

Faculty identifies the diverse learning needs of the students by recording students' achievements in graduation examination, during classroom interaction, class test, assignments and internal / external examination results. During Mentor Mentee meetings these needs are further identified and solution is provided accordingly.

The medium of instruction in the Institute is English. Diverse learning needs of student teachers are catered by using various instructional strategies. A conglomeration of various teacher- directed, student - centred and group controlled activities are used by all the faculty members. All the student teachers are given opportunities to express themselves in various platforms like Morning Assembly, House wise activities, Teaching Learning Resource Centre (TLRC), VIVAKSHA- Institute's annual Magazine and SANKLAN - biannual Newsletter etc. to showcase their talent.

For advance learners opportunities are provided in the form of paper presentations, assigning specific and complex assignments, allotting additional responsibilities, peer tutoring etc. Provision for remedial classes, individual attention and extra practice is provided to slow learners.

### **2.2.3 What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?**

There are different activities envisioned in the theoretical and practical components of the curriculum for student teachers to understand the role of diversity and equity in teaching learning process. Hundred percent participation of student teacher in learning process is encouraged. Learning material provided to the students is thoroughly checked by the faculty so that no discrimination is made against any individual or group. Keeping in mind different learning styles of student teachers, variety of teaching methods are used for fair assessment. All students actively participate in community service. The intervention in the form of panel discussions and group discussions have helped student teachers understand the role of

diversity and equity in teaching learning process. Also during the teaching practice, experiences from the classroom have also helped them gain a perspective on these issues.

House wise participation of students in curricular and co-curricular activities is ensured for equity. Various religious and national festivals are celebrated with fervour throughout the session as part of academic activities to understand the role of diversity.

#### **2.2.4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?**

Institute ensure that teacher educators are knowledgeable and sensitive to cater diverse learning needs in the following ways:-

- At the time of selection of Faculty itself the Institute ensures that Faculty is knowledgeable and sensitive to cater the diverse student needs. The selection board for recruitment of faculty is chaired by the Chairman of the institute and academicians from relevant academic fields.
- The discussions in the staff room helps faculty members gain perspective about the students needs and in this manner this issue is catered for in the Institute.
- Teacher educators attend various educational seminars/conferences/workshops etc. conducted in various teacher education institutes.
- Faculty interact with the school authorities to keep updated with latest trends of education followed in schools.
- Principal keeps a check on professional growth of faculty members through weekly meetings. After attending Seminar/ FDP/ Conference interactive sessions are arranged so that faculty can be apprised with the knowledge gained.

#### **2.2.5 What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situation?**

Most of the time student teachers use – discussion both with faculty and peers to develop knowledge and skills related to diversity and inclusion, to be incorporated during their practice teaching experiences. They also gain experience of dealing with differently able students during their school experience program.

Apart from this, the practices (listed below) are followed in the classrooms that help the student teachers learn, observe and later on incorporate in their own classroom situations about diversity and inclusion:

- In the Institute all the learners are treated with respect and dignity. They are also encouraged to respect all the support staff with greater dignity and respect.
- There is no discrimination amongst students on the basis of their family background and especially their father's/husband's rank in the Indian Army.
- All students are encouraged to participate in all the activities. Houses are given extra incentives if there are diverse participants in the activities.
- Encouraging and motivating all the students who come on the stage for the first time.
- The results of various competitions are declared on the basis of various parameters and efforts of all the students are applauded.
- In order to maintain heterogeneity in the class, sections are comprised of odd and even serial number of their CWAT merit.

## **2.3 Teaching-Learning Process**

### **2.3.1 How does the Institution engage students in “active learning”? ( Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internship, practicum etc.)**

The student teachers are provided the following scaffolds which ensure that they are activity involved in their own learning process:

- Most of the faculty members guide the students to make presentations on topics related to their curriculum. In order to collect material for these presentations students make use of the ICT and Library. This also helps build academic rigor in students.
- As mentioned earlier, with the teaching practice exercise, students are constantly working towards enhancing their skills for classroom transaction.
- Organisation of various activities during morning assembly viz. Sarva dharm prayer, thought of the day, meditation, facts, news analysis, articles and moral story, quiz, power

point presentations etc. help them to engage them in active learning.

- Students coordinates the activities of the school during their SEP. Students are given the responsibility for planning and execution of time table, attendance of student teachers and coordinating for arrangement classes if required with the school coordinators.
- As a part of their school experience program, each student has to choose an aspect of his/her interest related to school experience and make a detailed report on that aspect. This forms the basis of an individual project.
- For collecting data for their Psychology practical, student teachers get an opportunity to work with school students. They conduct an action research and case study on them.
- As a part of their activity the students conceptualize, plan and execute plays revolving around the enculturation of values in students.
- Workshops based on Life Skill Education, Adolescence Issues etc are planned by the faculty in such a manner that the students are not passive participants instead they take home a few concrete work examples or case studies or worksheets pertaining to the workshops.
- As a part of their involvement in the Teaching Learning Resource Centre students prepare a low-cost teaching aid related to his/her subject area, literacy primers, story/ poem folders, school directories, resource booklets, scrap books, concept maps and info-graphics etc.
- Faculty members make it a point to give assignments to students during their teaching practice where they are able to translate their theoretical knowledge that they learnt in Institute regarding pedagogy to gain practical experiences in class room transaction.
- Activities and upcoming events are regularly uploaded on the Institute website for timely dissemination of information.

**2.3.2 How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?**

Learning is made student centric in the Institute by following the listed participatory learning activities:

- When group assignments are given students are first allowed to choose their own groups, then as the session progress, the students are encouraged to work with partners they have not worked with before. When assignments are given to the students, they freedom to choose topic and submission date.
- The use of self instructional material developed by the faculty to acquire skill is also an example where the learning is student centred.
- Individual attention is paid to student teachers by faculty as per their need and requirements.
- Wi-Fi facility is provided to students in academic block as well as hostel so that students can use it to prepare class seminars, Group Discussion, Brainstorming Sessions, activity based Assignments.
- As most of the students are hostellers extended lab and library timings are provided.
- Tutorials, study notes and remedial teaching are also provided to them.
- Sports and physical training helps in developing character and personality of the student teachers.
- INTEL work shop before SEP equip students with computer skills
- Personality development classes are organised to enhance the soft skills.
- Teaching skills are developed through Micro teaching and simulation teaching sessions.
- Since Institute is residential learning continues beyond the boundaries of classrooms. Life skills like social adjustment, empathy, team work, cooperation, sharing etc. are developed unintentionally which help them in classroom learning as well.
- In Art and craft resource centre students' creativity is developed while preparing teaching aids, pot decoration, tie and dye, painting, rangoli, card making, poster, collage etc.
- Community service, educational trips and awareness campaigns develop social skills of the students.

**2.3.3 What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.**

As a part of Core Paper – 'Curriculum, Instruction and Evaluation' all students are acquainted with the concept of Models of Teaching.

The Concept Attainment Model, Inquiry Training Model and Advanced Organizer Model are discussed in classes.

Following Instructional Approaches are also followed Lecture-cum-Demonstration Method, Demonstration, Discussion, Multimedia Projects, and Computer Aided Instructions. Faculty is contemporarily skilled and all students are encouraged to use ICT. As mentioned in previous answer students teacher gain versatile experiences beyond classrooms also which enhance their teaching learning.

Faculty follows Integrating Technology for Inquiry (NTeQ) Model in allotting assignments where integration of technology is required. Faculty give assignment in groups mentioning details of task allotted, resources (website links, books and references) and technology integration. These assignments are then evaluated through Rubrics by faculty. It helps students to explore new knowledge. The experience gained in the classroom by student teacher help them in transacting the same during their SEP.

**2.3.4 Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.**

Yes, additional training is provided to students. Under ICT Mediated Education (Code 21106) students are trained in Integrating Technology for Inquiry (NTeQ) Model. They also deliver one lesson plan based on NTeQ Model.

**( Refer Annexure 3)**

**2.3.5 Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.**

Yes, the student teachers use Microteaching technique for developing teaching skills. Students are given a general orientation on Microteaching, the related concepts & skills and components of various Microteaching skills as a part of their Core Paper 'Curriculum Instruction and Evaluation'. During their respective methodology classes when student present simulated lessons (before they go to respective teaching practice schools) the methodology teacher assess the student teachers' teaching on the following ten Skills: Skill of Stimulus Variation; Skill of Questioning; Skill of Explanation; Skill of Reinforcement; Skill of Set Induction; Skill of use of Blackboard; Skill of Illustration with Example; Skill in Writing Instructional Objectives and Skill of Attaining Closure while

observing the lessons. On an average each student presents a minimum of two lessons per skill, twenty lessons in all followed by two simulated lessons in each method.

**2.3.6 Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans etc.)**

In the school, each student delivers one lesson plan in each methodology per day. According to the GGSIPU University rules each supervisor must observe 50% of the lesson delivered, but the faculty of the Institute goes beyond it. While the supervisor observes the lesson of student, she/ he makes detailed notes in the Lesson Plan file of the student. Later on after the class, the supervisor along with the student teacher discusses the observations made. Other students are also encouraged to read the supervisor's notes to improve their own teaching skills. To sustain the quality of SEP Principal visits the practice teaching schools time to time.

The student teachers are expected to do a minimum of twenty peer observations. Self-appraisal report is prepared by each student teacher daily to reflect on his/her teaching. In the Institute, subject teachers also discuss the lesson plans of the students (minimum five lessons are to be discussed) and the subject teacher discusses the classroom transaction and supervisors observation with the students. It is mandatory for student teachers to use teaching aids during their teaching.

During SEP student teachers collect data for their psychology practical, prepare a report about the digital school profile, and one aspect of the school, under take action research and case study, At least two co-curricular activities in the school are also conducted by student teachers, an achievement test in their respective subjects is prepared and administered to the students in the school. These achievement tests are then further documented and analyzed once the students come back to the Institute.

**2.3.7 Describe the process of Block Teaching / Internship of students in vogue.**

Student teachers stay in the school throughout the day as per working hours. They also engage students in substitution periods along with the assigned classes. The internship plans are developed in partnership with practice teaching schools with involvement of the school staff. Student teachers actively participate in all the activities

of the school starting from morning assembly till dispersal of students.

**2.3.8 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.**

Yes, the practice teaching sessions/plans are developed in partnership, cooperatively involving the school staff and mentor teachers. Before the commencement of the teaching practice student teachers along with the supervisor visit the school to collect information regarding status of syllabus and need of the school as well as students. Then the lesson plans are developed by the students with help of the subject teacher in the Institute. During SEP, subject teachers of schools provide guidance to student teachers to deliver the concepts effectively. Sometimes the school subject teacher also sits in the class and later on discusses the classroom teaching with the student teacher. Student teachers also discuss their lesson with the supervisor / methodology faculty available in the practicing schools.

**2.3.9 How do you prepare the student teachers for managing the diverse learning needs of student in schools?**

- Student teachers are sensitized by guest lectures, seminar, workshops, visits to special schools, videos etc to prepare the student teachers for managing the diverse learning needs of student in schools.
- Student teachers are encouraged to conduct such activities in which they have participated in the Institute in their own classrooms to cater to the diverse learning needs of their students. Student teachers are motivated and oriented with the teaching skills and different methods of teaching before the commencement of teaching practice.
- Student teachers are trained well in psychological experiments which are used to understand the concept of individual differences in the classroom.
- Student teachers are trained to teach in the class keeping in mind the individual differences of all the students.
- Students are shown CD/videos of good Teaching and classroom management.
- Student teachers are given experiences to explore multilevel learning activities in schools through lessons, demonstration and criticism lessons.



**2.3.10 What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?**

As entire faculty use technology while teaching to student teachers it directly reflects on students learning. The Institute have classrooms equipped with smart boards in the Institute. Student teachers are encouraged to use maximum hardware and software aids during practice teaching. It has been made compulsory for student teachers to deliver one lesson in each subject through ICT, but they deliver more than this. Intel workshop is organised every year to help students acquire ICT skills.

**2.4 Teacher Quality****2.4.1 Are the practice teaching plans developed in partnership cooperatively involving the schools staff and mentor teachers ? If yes give details.**

Yes, practice teaching plans are developed in partnership cooperatively involving the schools staff and mentor teachers. One mentor teacher supervises one school in which 8-15 students go for School Experience Programme (SEP). SEP plans are discussed and design in faculty meetings. Before commencement of SEP teaching practice in charge visits different schools for seeking permission to conduct SEP. After taking permission the allotted school supervisor along with the prepared method wise list of student teachers discusses time table and syllabus with the school co-ordinator. As per school requirement a list of student teachers is prepared and they are assigned classes.

During teaching practice supervisor regularly observe the lessons and give comprehensive feedback. School subject teacher also observe student's teaching as and when required. Their suggestions are conveyed to student teacher which further help them in improving their performance.

**2.4.2 What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?**

Each school get 8-15 student teachers during teaching practice. Thus the ratio of number of students per school is approx. 10:1, The distribution of the students to the school is done keeping the following three parameters in mind:

- Distance between the residence of the student teachers and school.

- Requirement of the school in terms of specific subject teacher.
- Number of student teachers per methodology.
- Institute is residential but parents/ guardians of some students reside in New Delhi, so three Army Public Schools are also taken for teaching practice.

#### **2.4.3 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.**

As mentioned earlier, feedback to student is provided via detailed discussion and supervisor's suggestions. The student teacher is also suggested to show and discuss the received feedback with the subject teacher in the Institute and take suggestions for improvement. If the student teacher is not receptive to the suggestions given, then the school supervisor brings it to the notice of the student's Mentor. With this mechanism in place, the faculty has noticed improvement in student teacher's teaching abilities.

#### **2.4.4 How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?**

The school supervisor organizes a meeting with the school Principal /Vice Principal / Curriculum Co-ordinator/ and student teachers wherein the students teachers get an opportunity to understand the requirements of the school. The Head of Departments and Subject Teachers in school also interact with the student teachers to provide insights in to the policy matters and educational needs of the students.

Student teachers are also acquainted with changes and new recommendations of policy directions and educational needs in their core papers. Knowledge of such changes helps student teachers to prepare themselves to face real classroom situations competently.

The Institute invites school Principals, teachers, in-service teacher trainers, placement coordinators from India and abroad to update student teachers about the policy directions and educational needs of the schools.

Student teachers, as part of research and development club under TLRC, prepare resource booklet, school directory, scrap books etc to investigate and record the recent trends and developments in the field of education.

**2.4.5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

The discussion that the faculty members have with school authorities, Principal of School, Members from regulatory bodies, like, CBSE etc help them keep abreast with the latest policy decisions and teaching methodologies. Initiatives of individual faculty members in updating knowledge, using libraries and the Internet, augment the learning and keep pace with contemporary system of education. These latest developments are then discussed with the students to keep them updated.

**2.4.6 What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc?)**

The Institute conducts workshops/ FDPs/ seminars/ guest lectures for faculty in its campus in different educational areas. Open Educational Resources, Smart Class, e-journal training is also provided to the faculty. Recent Developments are also known through internet facility, newspapers, journals etc. Faculty members are also encouraged to publish research papers/ articles in Institute's Journal 'Eduspectra' ( Interdisciplinary Journal in Research and Education). They also attend workshops in other organizations, like, NCERT, CIET, IGNOU and affiliated Institutes, and then apprise the other members with their learning experiences. Faculty members are given academic leave to participate in conferences and workshops. Financial support is also provided in the form of registration fee. Travelling allowance / conveyance and accommodation is provided for participating in out -station seminars in Army Institutes.

**2.4.7 Does the institution have any mechanism to reward and motivate staff members for good performance? If yes give details.**

Yes, verbal and written encouragement is provided by the Management and the Principal to motivate staff members for their performance. In addition to appreciation in public, faculty is felicitated by letter of appreciation in case of outstanding achievements. Some awards like most popular, dedicated and best teacher of the year are proposed from the year 2015 onwards.

## **2.5 Evaluation Process and Reforms**

### **2.5.1 How are the barriers to student learning are identified, communicated and addressed?(Conducive environment, infrastructure, access to technology, teacher quality, etc.)**

Institute's campus environment is serene, equipped with latest technology, state of the art infrastructure as well as qualified, experienced & dedicated staff which is conducive for students' learning. Even then the barriers to student learning are also identified, communicated and addressed in the following manner:

- Through class representatives problems, if any, are communicated to the teacher in charge. The teacher resolves the problem but if the issue is beyond her/his domain, it is forwarded to the Principal.
- Barriers to teaching learning process are identified through examination results, discussions with students, suggestion box entries, performance at practice teaching, informal tasks and feedback.
- The Institute has mentor-mentee system in which twenty students are assigned to one faculty. The Mentor-periods in the Institute are informal learning environments wherein the students are quite honest about the pressures they feel in their learning. This grouping has helped the Institute create more access to the Library and the computer laboratory. Problems that students face in any subject areas are also very cordially conveyed to the respective subject teachers.
- Problems are also identified, communicated and addressed on the spot during face-to-face interaction among Army Officials, Principal and students during inspections and army visits.
- Academic as well as non-academic issues are put up during quarterly Institute Management Committee (IMC) meetings chaired by Chairman who is serving Army official.

### **2.5.2 Provide details of various assessment /evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?**

Institute follows GGSIP University semester based examination system. In each semester two internal exams for theory and one for practical are conducted. The internal exams are scheduled in

University calendar. Refer Scheme of Examination and Syllabus for Bachelor of Education, GGSIPU.

Besides written examination in internal evaluation various innovative testing methods like group work, presentations, concept maps, display boards etc. are also used. This has dual purpose: one it reduces the stress on the students and more importantly it provides them with first-hand experience of other testing processes. Many students have applied the various testing methods that they have undergone in Institute, in their own class room teaching in future. In order to make students participate in their own evaluation, faculty members from time to time, encourage students to assess themselves on specified criteria.

**( Refer Annexure 3)**

### **2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?**

There is a comprehensive and continuous assessment system in the Institute. Student's performance in all the activities including class tests, internal exams, assignments, seminars, practicum and practical work are continuously evaluated by the concerned faculty and verbal / written feedback is given.

Assessment system is made transparent to the students by informing them about the criteria of assessment in the beginning itself. Outcome of the assessment is used to improve the performance of the students and curriculum transaction. Answer sheets of internal examinations are shown to the student teacher so that they come to know about their strengths and weaknesses. Compiled result is also displayed on the notice board.

According to the performance of student teachers, faculty personally interact with them and suggest areas where improvement is required. Remedial classes are organised for student teachers who have not performed well.

### **2.5.4 How is ICT used in assessment and evaluation processes?**

The ICT is used as medium by student teachers to make presentations and reports that are assessed by the faculty (as mentioned in criteria 2.5.2). Multimedia presentations and assignments of students are taken in the form of soft copies which are evaluated through Rubrics as an assessment tool for evaluation.

The reliability and objectivity of the assignment is attained to a certain extent.

Examination process is computerised. Computer is used for data entry, preparation of question papers, compilation of result and analysis of results. Student teachers submit assignment through e-mail also.

## **2.6 Best Practice in Teaching-Learning and Evaluation Processes**

### **2.6.1 Detail on any significant innovations in teaching /learning/evaluation introduced by the institution?**

**Innovations in teaching /learning/evaluation introduced by the institution are:**

**(a) Teaching Learning Resource Centre:** To equip student teachers with skill sets that would enable them to integrate the existing school system with ease Teaching Learning Resource Centre is established in the Institute.

- (i) Literary Club – The main purpose of this club is to develop teaching learning material related to need and requirement of the present day schools.
- (ii) Eco Club (Nature) - The objective of this club is to organise and plan activities related to environmental awareness with focus on development of science and technology.
- (iii) Art and Craft Club -The purpose of this club is to enhance creativity and fine motor skills by organising activities and motivating them to use imagination and original ideas specially in the production of artistic work.
- (iv) Research and Development Club: To make student teachers systematically investigate into and study the sources in order to explore and develop new conclusions.
- (v) Innovative Club is established to provide a platform where student teacher can develop new ideas; original and creative thinking.

**(b) Use of Concept Maps:** as a testing tool, has been advocated by all faculty members. Students are divided into groups and topics are allotted to them. Before the test, they meet and

discuss the aspects they wish to cover in the concept map. These meetings are documented and even used for evaluations. On the day of the test, the groups are provided with chart papers which they stick together to make a large sheet of paper and they work on their concept map. We at the Institute have realized that using this evaluating method during the second phase test has the added advantage. At this stage the developed concept map acts as ready reckoner for notes on all topics. Since all the concept maps developed and shared among students, this acts as a great learning tool and of course evaluation tool.

### **(c) Integrating Technology for Inquiry (NTeQ)**

Faculty follows Integrating Technology for Inquiry (NTeQ) Model in allotting assignments in order to inculcate research aptitude among student teachers. Faculty give assignment in groups mentioning details of task allotted, resources (website links, books and references) and technology integration. These assignments are then evaluated through Rubrics by faculty. It helps students to explore new knowledge. The experience gained in the classroom by student teacher help them in transacting the same during their SEP.

#### **2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?**

Discussion amongst faculty members of the Institutes and with those of other Institutes helps the institution in understanding the strength of the best practices that it uses. The faculty members have also documented their best practices as research papers that have been published or are in the process of being published in reputed journals.

## **Criterion III : Research, Consultancy and Extension**

### **3.1 Promotion of Research**

#### **3.1.1 How does the institution motivate its teachers to take up research in education?**

The faculty members are encouraged to pursue their research work and publish their research papers / articles in journals. They are motivated to participate and present papers at different conferences, seminars, symposia & workshops. The Institute supports faculty research in the form of the power to purchase the required books from the library grant, ebsco e-resource. Wi-Fi enabled campus. Faculty members are also encouraged to seek for research grants from various funding agencies. Besides this, the teachers without Ph.D degree have been encouraged to register for Ph.D programme. Institute does the adjustment in teaching schedule for their research activities. Faculty members are given academic leave to participate in conference and workshops. Financial support is also provided in the form of registration fee. Travelling allowance / conveyance and accommodation is provided for out station seminar in Army Institutes. Faculty endeavours in research are acknowledged by the management and Principal in the form of letter of appreciation.

#### **3.1.2 What are the thrust areas of research prioritized by the institution?**

Research on all aspects of education is encouraged. It depends on the researcher's own area of interest like Pedagogical practices, Integrating ICT in education, innovative classroom assessment, education for life skills, quality in education and educational practices related to school education etc. As part of our curriculum, the student teachers conduct case studies and action research. The research areas prioritized by the Institute are as follows:

- Pedagogical practices
- Integrating ICT in education
- Innovative student evaluation
- Education for life skills
- Organisational development of the Institute
- Teacher education
- Administration & Management of the Institution.



**3.1.3 Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.**

Yes, the institution encourages all the teacher educators to take up action research in relation to teaching learning problems that they face in the areas in which they are teaching. The teacher educators make use of their findings in improving their quality of teaching and guiding. Students undertake action research during their teaching practice in schools as a compulsory part of their sessional work.

**3.1.4 Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.**

Details are given below

Sr. No.	Name of the Organizer	Event	Topic of the Conference/Seminar/Training/Workshop/ FDPs/	Attended/ Paper presented/ Organised	Date and Venue
<b>Dr. Saksham Singh</b>					
1	Amity University, Noida.	National Seminar	Topic: "Curriculum Development"	Participated	19 May 2015. Amity University, Noida.
2	Galgotia University	National Seminar	Topic: Role of Teacher in Developing Competencies	Participated	11 <sup>th</sup> Mar 2015 Galgotia University, Greater Noida.
3	Ideal Institute of Management and Technology, Delhi.	International Seminar	Blended Learning	Participated	22 <sup>nd</sup> Jan 15. IMT New, Delhi.

4	Sant Hari Dass College of Higher Education, Delhi.	FDP	Topic: Life Long Learning In The 21 <sup>st</sup> Century: Needs and Essentials.	Participated	15 <sup>th</sup> Jan to 20 <sup>th</sup> Jan 2015. Sant Hari Dass College of Higher Education, New Delhi.
5	Bharati Vidhya Peeth Institute of Management and Research BVIMR,	FDP	Quality education in 21 <sup>st</sup> Century : opportunity & Challenges	Participated	5 <sup>th</sup> – 9 <sup>th</sup> Nov 2014 BVIMR, New Delhi.
6	Army Institute of Education, Greater Noida	FDP	Value integrated teaching and learning	Participated	19 <sup>th</sup> -20 <sup>th</sup> Aug 2014. Army Institute of Education, Greater Noida
7	Assian Summit on Education and Skills. ASES-2014	International Conference	Raising quality and Technology's support for learning..	Participated	10 <sup>th</sup> to12 <sup>th</sup> September 2014, New Delhi.
8	EBSCO, Noida	National Seminar	“Focused on eBooks, Discovery Services & Research Data bases “	Participated	8 Aug 2014. New Delhi
9	Army Institute of Education, Greater NOIDA.	National Seminar	Semester System Vs Annual System.	Paper presented	15 Feb 2014.Army Institute of Education, Greater NOIDA.
10	Ghaziabad Institute of Management and Technology, GZB, U.P.	National Seminar	Hurdles in Achieving women Empowerment in 21 <sup>st</sup> Century	Participated	08 Mar 2013. Ghaziabad Institute of Mgmt and Technology

11	Lovely Professional University, Phagwara, Punjab.	International Conference	Shaping a Future classroom: A Global Perspective.	Participated	06 Apr to 8 Apr 2012 Lovely Professional University, Phagwara, Punjab.
12	Institute of Management & Research, Ghaziabad, U.P.	National Seminar	Integration of Total Quality Management in Teacher Education: The present Scenario.	Paper presented	31st Mar 2012  Institute of Management & Research, Ghaziabad, U.P.
13	Ram Manohar Lohia National Law University, Lucknow	National Seminar	I.Q.A.C: Total Internal Quality Management”	Participated	24th Mar 2012 Ram Manohar Lohia National Law University, Lucknow
14	Institute of Technical Education and Research Centre (ITERC) Ghaziabad, U.P	National Seminar	Topic: “ The role of ICT in Education: Innovative Practice in Teaching for Grooming of Upcoming Professionals	Paper presented	10th Nov 2010 Institute of Technical Education and Research Centre (ITERC) Ghaziabad, U.P
<b>Dr Sumanta Kumar Panda</b>					
15	Bharati Vidhya Peeth Institute of Management and Research BVIMR, New Delhi.	FDP	Quality education in 21 <sup>st</sup> Century : opportunity & Challenges	Participated	05 <sup>th</sup> – 9 <sup>th</sup> Nov BVIMR, New Delhi.

16	National Vocational Training Institute for Women, NOIDA	Workshop	Development of teaching learning material	Convenor	14 <sup>th</sup> – 20 <sup>th</sup> Nov 2011 National Vocational Training Institute for Women, NOIDA 1.
17	Army Institute of Education, Greater Noida	FDP	Value Integrated Teaching and Learning	Participated	19 <sup>th</sup> – 20 <sup>th</sup> Aug 2014 Army Institute of Education, Greater Noida
18	Army Institute of Education, Greater Noida	National Seminar	Innovations and challenges in teacher Education	Co-convenor	15 <sup>th</sup> Feb 2014. Army Institute of Education, Greater Noida
19	Amity Institute of Education, New Delhi	FDP	Enhancement of Research skills for Professional Development of Educators	Participated	30 Apr 2014 Amity Institute of Education, New Delhi
20	Army Institute of Education, Greater Noida	National seminar	Strengthening and improving Teachers' Education	Convenor	24 <sup>th</sup> Feb 2015. Army Institute of Education, Greater Noida
21	Allahabad University, Allahabad (UP)	International Seminar	Research in Teacher Education: Issues and priorities.	Paper presented	08 <sup>th</sup> – 9 <sup>th</sup> Mar 2014. Allahabad University, Allahabad (UP)

22	Army Institute of Education, Greater Noida (UP)	National Seminar	Critical Analysis of Annual System and Semester System	Paper presented	15 <sup>th</sup> Feb 2014 Army Institute of Education, Greater Noida (UP)
23	Army Institute of Education, Greater Noida	FDP	Open educational resources organized by AIE, Greater Noida	Participated	6 <sup>th</sup> Sep 2014  Army Institute of Education, Greater Noida
24	Institute of Professional excellence and management, Ghaziabad (UP)	National Seminar	Continuous and Comprehensive Evaluation: A Key to Quality Education.	Paper presented	20 <sup>th</sup> Apr 2013 Institute of Professional excellence and management, Ghaziabad (UP)
25	Ginni Devi Modi Institute of Education, Ghaziabad (UP).	National Workshop	Topic: Development of Audio-Visual Materials.	Participated	30 <sup>th</sup> Apr 2013 Ginni Devi Modi Institute of Education, Ghaziabad (UP).
26	Dayanand Anglo Vedic DAV (PG) College, Bulandshahar (UP)	National Seminar	Human values and Ethics	Participated	12 <sup>th</sup> – 14 <sup>th</sup> Mar 2013 Dayanand Anglo Vedic DAV (PG) College
27	Amity Institute of Education, New Delhi	FDP	Transforming Teacher Education: Creating Directions for Change.	Participated	10 <sup>th</sup> – 11 <sup>th</sup> Dec 2012 Amity Institute of Education, New Delhi

28	Ram-Eesh Institute of Education, Greater Noida (UP)	National Seminar	Role of ICT TQM Success in retesting Teacher Education.	Paper presented	21 <sup>st</sup> Apr 2012. Ram-Eesh institute of Education, Greater Noida (UP)
29	SRM University, Ghaziabad (UP)	National Conference	Quality Assurance and Accreditation in Higher Education	Paper presented	7 <sup>th</sup> Apr 2012 SRM University, Ghaziabad (UP)
30	Institute of Management & Research, Ghaziabad (UP)	National Seminar	Role of education: Learning and Measuring in Teacher Education	Paper presented	31 Mar 2012 Institute of Management & Research, Ghaziabad (UP)
31	Institute of Vocational studies, New Delhi.	National Workshop	How to Conduct Research	Participated	9 <sup>th</sup> – 10 <sup>th</sup> Feb 2012 Institute of Vocational Studies, NewDelhi.
32	Noida College of Physical Education, G.B. Nagar (UP)	National Workshop	Development of Teaching Learning Material.	Participated	7 <sup>th</sup> May 2011 Noida College of Physical Education, G.B. Nagar (UP)
33	Noida College of Physical Education, G.B. Nagar (UP)	National Seminar	Inter Discipline Research in Teacher Education.	Paper presented	16 <sup>th</sup> – 17 <sup>th</sup> Apr 2011 Noida College of Physical Education, G.B. Nagar (UP)

34	Integrated School of Education, Ghaziabad, UP.	National Seminar	Role of ICT in Higher Education.	Paper presented	5 <sup>th</sup> Mar 2011 Integrated School of Education, Ghaziabad, UP.
<b>Ms. Ruchi Saxena</b>					
35	Kalka Institute of Advance Research and Studies, New Delhi.	International Seminar	Virtual Reality in Education.	Paper presented	14 <sup>th</sup> Mar 2015 Kalka Institute of Advance Research and Studies, New Delhi.
36	Army Institute of Education, Greater Noida	National seminar	Strengthening and improving Teachers' Education	Co-Convenor	24 <sup>th</sup> Feb 2015. Army Institute of Education, Greater Noida
37	Army Institute of Education, Greater Noida	National seminar	Stress management: Role of Teachers.	Paper presented	24 <sup>th</sup> Feb 2015. AIE Greater NOIDA
38	Army Institute of Education, Greater Noida	National Seminar	Innovations and challenges in teacher Education	Member of the organising committee	15 <sup>th</sup> Feb 2014. Army Institute of Education, Greater Noida
39	Army Institute of Education, Greater Noida	National Seminar	Expectations from Teachers in the Present Education Scenarios	Paper presented	15 <sup>th</sup> Feb 2014. Army Institute of Education, Greater Noida

40	Army Institute of Education, Greater Noida	FDP	Open educational resources organized by AIE, Greater Noida	Convenor	6 <sup>th</sup> Sep 2014. Army Institute of Education, Greater Noida
41	Asian Summit on Education and Skills. ASES-2014	International Conference	Raising quality and Technology's support for learning.	Participated	10 <sup>th</sup> to 12 <sup>th</sup> Pragati Maidan, New Delhi
42	Symbiosis Law Institute, Noida.	FDP	Research Methodology Venue: Symbiosis Law Institute, Noida.	Participated	1 <sup>st</sup> to 8 <sup>th</sup> Dec 2014 Symbiosis Law Institute, Noida.
43	Army Institute of Education, Greater Noida	National Seminar	Expectations from Teachers in the Present Education Scenarios.	Paper presented	15 <sup>th</sup> Feb 2015 Army Institute of Education, Greater Noida
44	Army Centre of Education, Pachmarhi (MP)	National Seminar	Emerging Role of Teacher in Knowledge Society	Paper presented	22 <sup>nd</sup> Feb 2014 Army Centre of Education, Pachmarhi (MP)
45	Army Institute of Education, Greater NOIDA	FDP	Value Integrated Teaching and Learning	Participated	19 <sup>th</sup> -20 <sup>th</sup> Aug 2014 Army Institute of Education, Greater NOIDA
46	Mewar Institute of Management, Ghaziabad.	National Seminar	Need and Importance of Quality Assurance : Role and Importance of Various Committees under IQAC	Paper presented	11 <sup>th</sup> May 2013. Mewar Institute of Management, Ghaziabad.



47	Mewar Institute of Management, Ghaziabad	National Seminar	Falling Standards in School Education: Role of Teachers	Paper presented	26 <sup>th</sup> May 2012 Mewar Institute of Management, Ghaziabad
<b>Ms. Pratibha Garg</b>					
48	Jawaharlal Nehru University, New Delhi	National Conference	Protection Against Harassment in Educational Institutions	Paper presented	9 <sup>th</sup> -10 <sup>th</sup> Mar, 2015 Jawaharlal Nehru University, New Delhi
49	Army Institute of Education, Greater Noida	National seminar	Strengthening and improving Teachers' Education	Member of organizing committee	24 <sup>th</sup> Feb 2015.  Army Institute of Education, Greater Noida
50	Army Institute of Education, Greater Noida	National Seminar	Integration of ICT in Teacher's Education Programme.	Paper presented	24 <sup>th</sup> Feb, 2015. Army Institute of Education, Greater Noida
51	Amity Institute of Education, NOIDA	National Seminar	Policy Changes in Teacher Education Programme: Accomplishing the Vision	Participated	03 <sup>rd</sup> Mar, 2015 Amity Institute of Education, NOIDA
52	IIMT School of Law, New Delhi	International Seminar	Blended Learning: A New Tool to Transform the Present Pedagogical Practices	Paper presented	22 <sup>nd</sup> Jan 2015 IIMT School of Law, Delhi

53	Sant Hari Dass College of Higher Education, New Delhi.	FDP	Life Long Learning in 21 <sup>st</sup> Century: Need and Essentials.	Participated	15 <sup>th</sup> to 20 <sup>th</sup> Jan 2015 Sant Hari Dass College of Higher Education, New Delhi.
54	Inter faith Foundation	International Conference	Peace and Harmony Through Inter faith Partnerships in Global Peace Leadership	Paper presented	9 <sup>th</sup> -10 <sup>th</sup> Dec 2014 India Habitat Centre, New Delhi
55	Amity Institute of Education, New Delhi	National Conference	Corporate Governance and its Role in Minimizing the Isolation of Teacher Education in Venue : Amity Institute of Education, New Delhi Date:	Participated	12 <sup>th</sup> -13 <sup>th</sup> Nov 2014 Amity Institute of Education, New Delhi
56	Army Institute of Education, Greater Noida	FDP	Open educational resources organized by AIE, Greater Noida	Participated	6 <sup>th</sup> Sep 2014  Army Institute of Education, Greater Noida
57	Army Institute of Education, Greater NOIDA	FDP	Value Integrated Teaching and Learning	Participated	19 <sup>th</sup> -20 <sup>th</sup> Aug 2014 Army Institute of Education, Greater NOIDA

58	Sant Hari Dass College of Higher Education, New Delhi	FDP	Role of Ethics & Human Values in Professional Lives	Participated	14 <sup>th</sup> Mar 2014 Sant Hari Dass College of Higher Education, New Delhi
59	Army Institute of Education, Greater Noida	National Seminar	Innovations and challenges in teacher Education	Member of the organising committee	15 <sup>th</sup> Feb 2014 Army Institute of Education, Greater Noida
60	Army Institute of Education, Greater Noida	National Seminar	Understanding Ethical Corrosion in Profession of Education	Paper presented	15 <sup>th</sup> Feb 2014 Army Institute of Education, Greater Noida
61	Vaishno College of Education, Himachal Pradesh.	National Seminar	Integration of ICT in Teacher Education	Paper presented	13 <sup>th</sup> May 2012 (HP)
62	Anand College of Education for Women, Amritsar, Punjab.	National Seminar	Teacher and Spiritualization in the age of Globalization	Paper presented	25 <sup>th</sup> Feb 20 Anand College of Education for Women, Amritsar, Punjab
<b>Mr. Jai Kumar</b>					
63	Fairfield Institute of Management and Technology, New Delhi	National Seminar	Women Rights in India- Challenges and Real Situation	Paper presented	20-21 March, 2015  Fairfield Institute of Management and Technology, New Delhi

64	Army Institute of Education, Greater Noida	National Seminar	Strengthening and improving Teacher's Education	Paper presented	24 Feb 2015 Army Institute of Education, Greater Noida
65	Kasturi Ram College of Higher Education, KRCHE, New Delhi	National Workshop	Understanding the code of Professional Ethics in a Workplace	Participated	18 <sup>th</sup> -20 <sup>th</sup> February 2015. KRCHE, New Delhi
66	BVIMR, New Delhi	FDP	Quality Education in 21 <sup>st</sup> Century; Opportunity and Challenges	Participated	5 <sup>th</sup> -9 <sup>th</sup> Nov 2014 BVIMR, New Delhi
67	Army Institute of Education, Greater Noida	FDP	Open educational resources organized by AIE, Greater Noida	Participated	6 <sup>th</sup> Sep 2014 Army Institute of Education, Greater Noida
68	Army Institute of Education, Greater Noida	FDP	Value Integrated Teaching and Learning Date: 19 <sup>th</sup> – 20 <sup>th</sup> Aug, 2014	Participated	19 <sup>th</sup> – 20 <sup>th</sup> Aug, 2014 Army Institute of Education, Greater Noida
69	Kasturi Ram College of Higher Education, KRCHE, New Delhi	National Workshop	Learning in Digital Age	Participated	3 <sup>rd</sup> -4 <sup>th</sup> Apr 2014. KRCHE, New Delhi
70	BLS Institute of Technology and Management, Bahadurgarh,	National Seminar	ICT Tools In Education	Paper presented	29 <sup>th</sup> Mar 2014 BLSITM, Haryana

71	Army Institute of Education, Greater Noida	National Seminar	National Seminar on Innovations & Challenges in Teacher Education organized by AIE, Greater Noida	Convenor	15 <sup>th</sup> Feb 2014. Army Institute of Education, Greater Noida
72	Army Institute of Education, Greater Noida	National Seminar	Innovations and Challenges In Teacher Education	Paper presented	15 <sup>th</sup> Feb 2014 AIE, Greater Noida
73	MPU, Rohtak.	National Seminar	Professional Ethics in Teacher Education	Paper presented	30 <sup>th</sup> Nov-1 <sup>st</sup> Dec 2013 (Rohtak)
74	Gitaratan Institute of advanced Studies and Training, (GIAST) New Delhi	National Seminar	Inclusive Education	Paper presented	15 <sup>th</sup> -16 <sup>th</sup> Mar 2013 GIAST, New Delhi
75	GRCE, Delhi	FDP	Educational Evaluation In School Environment	Participated	26 <sup>th</sup> Feb 2013 GRCE, Delhi 26 <sup>th</sup> Feb 2013
76	Bhagwan Mahavir College of Education ( BMCE)	National Seminar	Empowering Teacher Educators for Quality Teacher Education Venue: BMCE, Haryana	Participated	09 <sup>th</sup> Feb 2013 BMCE
77	Sri Ram Institute of Teacher Education (SRITE), Dwaraka, New Delhi	National Seminar	Faculty Enrichment In Societal Development	Participated	23 <sup>rd</sup> -24 <sup>th</sup> Jan 2013 SRITE

78	Lingaya's Lalita Devi Institute of management and Science, (LLDIMS), New Delhi	National Workshop	Orientation Programme on Psycho-Practical and Action Research of GGSIPU	Participated	25 <sup>th</sup> May 2012 LLDIMS, New Delhi
79	B.K .Institute of Education and Technology, New Delhi	National Workshop	Writing Research Paper	Participated	22 <sup>nd</sup> – 24 <sup>th</sup> May 2012 B.K.IET, New Delhi
80	C R College, Rohtak	International Seminar	Educational Psychology- An Innovative Approach In Teaching – Learning Process	Paper presented	24 <sup>th</sup> – 25 <sup>th</sup> Mar 2012 C R College, Rohtak
81	BLS Institute of Technology and Management, (BLSITM) Bahadurgarh, Haryana	National Seminar	Multimedia approach in Teaching Learning	Paper presented	05 <sup>th</sup> Mar 2012 (BLSIT Bahadurgarh, Haryana)
82	Bhagat Phool Singh Mahila Viswavidhyalya (BPSMV), Khanpur Kalan, Sonipat	State Level Workshop	Process of Accreditation	Participated	18 <sup>th</sup> Nov 2011 BPSMV,
83	CR College of Education, Rohtak.	National Workshop	ICT Integration in Education	Participated	28 <sup>th</sup> -29 <sup>th</sup> March 2011 CR College of Education, Rohtak.
<b>Ms. Meera Maurya</b>					
84	Army Institute of Education, Greater Noida	National seminar	Strengthening and improving Teachers' Education	Member of organizing committee	24 <sup>th</sup> Feb 2015.  Army Institute of Education, Greater Noida

<b>Dr. Babita Bhardwaj</b>					
85	Army Institute of Education, Greater Noida.	National Seminar	Integration of ICT in Teacher's Education Programme.	Paper presented	25 <sup>th</sup> Feb 2015  Army Institute of Education, Greater Noida.
86	Army Institute of Education, Greater Noida.	National Seminar	Strengthening and improving Teachers' education	Member of organizing committee	24 <sup>th</sup> Feb 2015. Army Institute of Education, Greater Noida.
87	Sant Hari Dass College of Higher Education, New Delhi.	FDP	Long Learning In The 21 <sup>st</sup> Century: Needs and Essentials.	Participated	15 <sup>th</sup> - 20 <sup>th</sup> Jan 2015 Sant Hari Dass College of Higher Education, New Delhi.
88	Mewar Institute of Management, Ghaziabad, U.P.	National Seminar	Harnessing Social participatory Teaching through IT Effective Teaching Technique.	Paper presented	28 <sup>th</sup> May 2014 Mewar Institute of Management, Ghaziabad, U.P.
89	SCERT, New Delhi. Date: 20 <sup>th</sup> to 22 <sup>nd</sup> June 2011	National Workshop	Development of Tools for the Research Study on Utilization of ICT in School Education.	Participated	20 <sup>th</sup> to 22 <sup>nd</sup> June 2011 SCERT, New Delhi.
90	Noida College of Physical Education, G.B.Nagar U.P.	National Conference	Preparing Teachers for Diversity.	Participated	16th-17th April, 2011. Noida College of Physical Education, G.B.Nagar U.P

<b>Dr. Sarita Verma</b>					
91	Kalka Institute of Research and Studies, New Delhi.	International Seminar	Role of Virtual Reality in Education	Paper presented	14 <sup>th</sup> Mar 2015 Kalka Institute of Research and Studies, New Delhi.
92	Army Institute of Education, Greater Noida	National seminar	Strengthening and improving Teachers' Education	Member of organizing committee	24 <sup>th</sup> Feb 2015 Army Institute of Education, Greater Noida.
93	Army Institute of Education, Greater Noida.	National Seminar	Integration of Pedagogical content knowledge in Teacher's Education Programme.	Paper presented	24 <sup>th</sup> Feb 2015 Army Institute of Education, Greater Noida.
94	Army Institute of Education, Greater Noida.	National Seminar	Innovations & Challenges in Teacher Education.	Paper presented	15 <sup>th</sup> Feb 2014 Army Institute of Education, Greater Noida.
95	Noida College of Physical Education (NCPE), G.B.Nagar U.P	National Seminar	Enhancing the use of Technology for Ensuring Quality Teaching.	Paper presented	17 <sup>th</sup> March 2012 NCPE, Greater Noida.
<b>Dr. Arti Srivastava</b>					
96	Sanskrit Vidyapeeth, Tirupati.	National Seminar	Material development in teaching Sanskrit through computers.	Paper presented	February 2013 Sanskrit Vidhyapeeth, Tirupati



97	Army Institute Education, Delhi Cantt	Training Program	One day training program on human rights with the financial support of NHRC New Delhi	Organized	January 2011 AIE Delhi Cantt.
98	National Council of Educational Research and Training, NCERT, New Delhi	National Seminar	Reinventing Teacher Education: Concept and Challenges.	Paper presented	24-25 March 2012  NCERT, New Delhi.
99	Army Institute Education, Delhi Cantt	National Seminar	Member of Organizing Committee for the National Seminar on 'Spiritualism and Education'	Organized	25 <sup>th</sup> March 2011 AIE Delhi Cantt
100	Institute of Advanced Study in Education (IASE), New Delhi	International Seminar	Teacher Education for Peace and Harmony.	Paper presented	11-13 February 2012 IASE, New Delhi.
101	Ideal Institute of Education, New Delhi	National Seminar	Constituted Pedagogy in a language learning experience.	Paper presented	23 <sup>rd</sup> January 2012 Ideal Institute of Education, New Delhi.
102	Army institute of Higher Education (AIHE), Pathankot.	National Seminar	Refining pedagogy of Pre- service Teacher Education Program for creating sensitivity for "Value promotion.'	Paper presented	March 2011 AIHE, Pathankot.

103	Maharaja Siyajirao University, Baroda	National Seminar	Reflective Pedagogy for Philosophizing on Education.'	Paper presented	March 2011 M.S.University, Baroda.
104	NCERT, New Delhi	National Workshop	Using Visual aids for Gender Sensitization'	Participated	February 2011 NCERT, New Delhi
<b>Dr. Amita Puri</b>					
105	Army Institute of Education, Greater Noida	National Seminar	Innovations and challenges in teacher Education	Member of the organising committee	15 <sup>th</sup> Feb 2014.  AIE Greater Noida
106	AMITY School of Education, New Delhi	National Seminar	Empowering Parents & Professional Community in Management of Autism in the classroom.'	Paper presented	18 <sup>th</sup> January 2012 AMITY School of Education New Delhi
107	Army Institute of Education, Delhi Cantt.	National Seminar	Member of organising committee for organising a National Seminar on 'Spiritual Dev. Through Education'.	Organised	25 <sup>th</sup> March 2011 Army Institute of Education, Delhi Cantt
108	Ideal Institute of Education, New Delhi.	National Seminar	Constituted Pedagogy in a language learning experience'	Paper presented	23 <sup>rd</sup> January 2012 Ideal Institute of Education, New Delhi.
109	National Institute of Open Schooling (NIOS), Noida	National Workshop	Module writing on ECCE	Participated	NIOS, Noida.

110	GGSSIP University, Delhi	FDP	GGSSIP University, Delhi.	Participated	
111	Asia & the Pacific for ARNEC, Delhi.	National Seminar	e-discussion on Strengthening parenting practices – colleges & Recommendations for parenting program.	Participated	Asia & the Pacific for ARNEC, Delhi.
112	Chet Ram Sharma College of Education, NOIDA.	National Seminar	An emotionally intelligent teacher at the heart of a successful CCE.	Paper presented	2010-11 Chet Ram Sharma College of Education, NOIDA
113	TAJ, New Delhi.	International Conference	School education	Participated	2010-11 TAJ, New Delhi.
114	NCERT, New Delhi.	National Workshop	Using Visuals as a Pedagogical aid.	Participated	2010-11 NCERT, New Delhi.
<b>Dr. Bharti Dogra</b>					
115	Directorate of Higher Education, New Delhi.	National Workshop	Topic: Leveraging Technology for B.Ed Teachers.	Participated	19 <sup>th</sup> July 2011 Directorate of Higher Education, New Delhi.
116	Army Institute of Education, Delhi Cantt.	National Seminar	Member of organising committee for National Seminar on 'Spiritual Dev. Through Education'.	Organised	25 <sup>th</sup> March 2011 AIE, Delhi Cantt

117	NCERT, New Delhi.	National Seminar	Secondary Education Curriculum: Shift from Discipline Based to Skill Centred Curriculum.	Paper presented	NCERT, New Delhi
118	Regional Institute of Education Mysore: RIE, Karnataka.	National Seminar	Preparing Science Teacher for Constructivist Pedagogy: Use of Teachers Diaries as Reflective Tools.	Paper presented	2 <sup>nd</sup> – 4 <sup>th</sup> March, 2011. RIE, Mysore
119	Homi Bhabha Centre for Science Education, Mumbai.	International Conference	Conceptions of Nature of Science (NOS) of Pre Service Teachers: Implications for Science Teacher Preparation Programme.	Paper presented	5 <sup>th</sup> -9 <sup>th</sup> Jan 2011 Homi Bhabha Centre for Science Education, Mumbai
120	Kochi, India	International conference	Online Discussion Group for Pre service Teachers: an ODL tool for Life Skills Based Education.	Paper presented	24 <sup>th</sup> to 28 <sup>th</sup> November 2010. Kochi, India
<b>Ms. Geetika Dutta</b>					
121	Jamia Millia Islamia, New Delhi.	International conference	ECCE (Early Childhood Care and Education).	Paper presented	21 <sup>st</sup> to 22 <sup>nd</sup> March 2013. Jamia Millia Islamia, New Delhi

122	Faculty Development research centre (FDRC) New Delhi	Workshop	Conducted two sessions of Workshop on "Case studies relevance & Development "for Commerce PGTs in FDRC, AWES HQ, Shankar Vihar, Delhi Cantt. on 24 <sup>th</sup> & 26 <sup>th</sup> May 2010.	Conducted	24 <sup>th</sup> & 26 <sup>th</sup> May 2010  AWES HQ, Shankar Vihar, Delhi Cantt.
123	National Institute of Open Schooling NIOS, Noida	International Conference	Curricular issues in Business Education.	Paper presented	13 <sup>th</sup> to 15 <sup>th</sup> March 2013. NIOS, Noida.
124	Army Institute of Education ,Delhi Cantt	National seminar	Spiritual Development through Education,	Seminar Coordinator	25 <sup>th</sup> March 2011 AIE ,Delhi Cantt
125	Army centre of Education, Panchmari, Madhya Pradesh.	National Seminar	Innovative Practices in Higher Education.	Paper presented	5 <sup>th</sup> February 2013 ACE, Panchmari , Madhya Pradesh.
126	CASE, Baroda	National Seminar	Alternative assessment strategies in teacher education.	Paper presented	1 <sup>st</sup> – 2 <sup>nd</sup> March 2012. CASE, Baroda.
127	Indian Institute of Technology New Delhi.	International Conference	Alternative Assessment in Teacher education.	Participated	December 2011 IIT, Delhi.

128	Indian Institute of Technology IIT, New Delhi.	National Seminar	Excellence in Teacher Education interplay of Competency based Curriculum & Alternation Assessment Strategies.	Paper presented	1 <sup>st</sup> to 3 <sup>rd</sup> Apr 2011 Venue: IIT, Delhi.
129	National University of Educational Planning and Administration (NUEPA)	National Seminar	Global conclave of young schools of India Education	Participated	27 <sup>th</sup> to 29 <sup>th</sup> Jan 2011 NUEPA, New Delhi
<b>Dr. Neerja Dhankar</b>					
130	Guru Gobind Singh Indraprastha, University, New Delhi	National Workshop	Writing Resource Paper	Participated	1 <sup>st</sup> to 2 <sup>nd</sup> Sept 2011 GGSSIP University, New Delhi.
131	Directorate of Higher Education, New Delhi	National Workshop	Leveraging technology for B.Ed teachers.	Participated	19 <sup>th</sup> July 2011 Directorate of Higher Education, New Delhi
132	Ramakrishna Mission, New Delhi	Conference	Education for Enlightenment & Enablement	Participated	12 <sup>th</sup> & 13 <sup>th</sup> February, 2011. Ramakrishna Mission, New Delhi
<b>Dr. Pranita Gopal</b>					
133	Army Public School, Dhaula Kuan, New Delhi.	Workshop	Continuous and comprehensive evaluation in your classroom	Conducted	17 <sup>th</sup> to 20 <sup>th</sup> May 2011 Army Public School, Dhaula Kuan, New Delhi.
134	Jamia Millia Islamia, New Delhi.	UGC Orientation Programme	Academic Staff college,	Participated	Jamia Millia Islamia, New Delhi.

135	NCERT, New Delhi.	National Seminar	Computer Assisted English Language Learning for the Universalization of Secondary Education in Rural India.	Paper presented	30 <sup>th</sup> to 31 <sup>st</sup> March 2011. NCERT, New Delhi
136	Kochi, India.	International Conference	A Study to Empower pre-service Teachers with skill sets to Develop Technology enhanced ODL Material.	Paper presented	24 <sup>th</sup> -28 <sup>th</sup> November 2010. Venue: Kochi, India.
137	Indian Institute of Technology New Delhi.	International conference	Effectiveness of computer assisted English Language Learning Pedagogy in Secondary Schools.	Paper presented	26 <sup>th</sup> to 28 <sup>th</sup> October 2010. IIT, New Delhi

### 3.2 Research and Publication Output

**3.2.1 Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years. Details are given below**

<b>Ms Pratibha Garg</b>	
1	Contributed a chapter "Inculcation of values in Teacher Education" in the book titled " Trends in Teacher Education-2015"(May 2015).

<b>Dr. Babita Bhardwaj</b>	
1	A Book entitled "Information and Communication Technology (ICT) Competency Academic Achievement and professional interest in Teacher Education" in 2012.
2	Written three units for B.Ed distance education course for Jamia Millia Islamia University in 2014.
<b>Dr. Amita Puri</b>	
1	Wrote a module on Inclusive Education & Special Education for Teacher (6 <sup>th</sup> March 2013)
2	Pediatric Development Scale Test developed by Agra Psychological Research Cell.
3	Book Chapter on 'The Joys of Learning' published in a book from USA, authored by pat Wyman.
4	Wrote four modules on ECCE for National Institute of Open Schooling (NIOS) on Special Education, Inclusive Education, Learner Readings, Changing Role of ECCE Professional.
<b>Dr. Geetika Dutta</b>	
1	Contributed a book chapter on 'Educational Assessment' (March 2013)
2	Two chapters published in IGNOU MA Education Programme. Dr. Geetika Dutta
<b>Dr. Bharti Dogra</b>	
1.	Written one unit for M.A. (Education), IGNOU, Delhi Implementation of Institutional Plan.
<b>Dr. Arti Srivastava</b>	
1.	Wrote a module on self enrichment for IGNOU's Diploma in Elementary Education 8 <sup>th</sup> Feb – 6 <sup>th</sup> March 2013
2.	Contributed a chapter in a book on 'Teacher Education Curriculum (2010-11). Editor of a book on 'Spiritualism & Education'.



**3.2.2 Give details on facilities available with the institution for developing instructional materials?**

AWES, the management body, support the Institute in the form of technical grant to convert the Institute into Technology Aided Learning (TAL) centre.

The Institute has well equipped ICT resource centre with WI-FI facility in the campus as well as in the hostel. The Institute also have all the hardware technology like LCD projectors, OHP, Computers with printer and scanners, Laptops, Tape Recorder, V.C.D/D.V.D Player, e-resources, video camera (Handy cam) and Smart Interactive White Boards required for developing instructional material. It is also equipped with Multimedia Instructional Programs, Advanced Software Programs and Internet & Intranet connections etc.

The Institute has established a Teaching Learning Resource Centre which provides the platform for the development of variety of innovative instructional materials.

Digital Library with modern catalogue and e-journal facility is also available in the Institute for developing instructional material.

Visits to NCERT, CIET, NUEPA and National Science Centre etc. is arranged to have hands on experiences and gaining ideas for developing their own instructional material.

Student teachers are encouraged to upgrade and enhance their knowledge by attending workshop in other Institutes. The same kind of experience is also provided to the students in their own Institute.

The Institute has experienced and dedicated faculty with innovative ideas to guide student teachers.

**3.2.3 Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.**

The Institute has developed ICT and Technology based resource materials in core, elective and teaching subjects for student teachers.

**3.2.4 Give details on various training programs and/or workshops on material development (both instructional and other materials)**

- (a) Organized by the institution**
- (b) Attended by the staff**
- (c) Training provided to the staff**

**(a) Organized by the institution**

- (i) To make the students 100% computer savvy, ICT training was provided to the students – Intel Workshop (September 2013).
- (ii) An Art and Craft workshop was organized by Pidilite Executive in February 2014.
- (iii) To enable the students to inculcate values in their lesson plans a Workshop on Value Integrated Teaching and Learning (VITAL) was organized in Feb 2014.
- (iv) Workshop on Value Integrated Teaching and Learning (VITAL) – Aug 2014.
- (v) To enable the student teachers to use the effective teaching methods for teaching a two days workshop was organized for the student teachers from FDRC on 21-22 Aug 2014.
- (vi) To make the students learn various new teaching aids a Workshop on Developing Teaching Aids – by CIET (NCERT, Delhi) resource person was organized in August 2014.
- (vii) To make the students 100% computer savvy, ICT training was provided to the students – Intel Workshop(September 2014).

**(b) Attended by the staff:**

- (i) Dr S.K.Panda participated in a one day workshop on “Development of Teaching Learning Materials” organized by NOIDA The Institute of Physical Education NOIDA on 7<sup>th</sup> May 2011.

**(c) Training provided to the staff:**

- (i) Workshop on ICT was organized for providing training in computers to staff members.
- (ii) Training on “Ebsco host – Education full Text” online education database, E-JOURNAL” was organized for the staff and students (Feb 2015).

### 3.2.5 List the journals in which the faculty members have published papers in the last five years.

- (a) Dr Saksham Singh**
- (i) International Journal of Education and Information Sciences Vol. 2013( ISSN-2249-0108)
  - (ii) Journal of IPEM Vol. 2013 ISSN 0974-8903
  - (iii) Eduspectra Vol 1 2015 ISSN 2394-9430
- (b) Dr S.K Panda**
- (i) Ambikeya Journal of Education, Vol.1,No.1
  - (ii) VISION- Research Journal of Education, Vol –II, No. - 1,ISSN:2230-9071
  - (iv) Ambikeya Journal of Education, Vol.2,No.1, ISSN: 0975-9735
  - (v) Eduspectra Vol 1 2015 ISSN 2394-9430
- (c) Ms Ruchi Saxena**
- (i) Eduvision Vol.1, Issue-1 May, 2013, ISSN:2320-933X
- (d) Ms Pratibha Garg**
- (i) Excellence International Journal of Scientific research (EIJSR) Vol-1 Issue-4 Feb 2015, ISSN 2394-4242.
  - (ii) Eduspectra Vol 1 2015 ISSN 2394-9430
- (e) Mr Jai Kumar**
- (i) International journal of Law, economics and social science (IJLESS) June 2014, ISSN:2348-165X
- (f) Dr Babita Bhardwaj**
- (i) Edutracks, Vol.10 No.2,Oct 2010, ISSN:0972-9844
  - (ii) Eduvision Vol. II May, 2014, ISBN 2320 – 933X
  - (iii) Advanced International Research Journal of Teacher Education Vol 2 No. 1 Mar 2014. ISSN : 2320-4559.
  - (iv) Eduspectra Vol 1 2015 ISSN 2394-9430
- (g) Dr Sarita Verma**
- (i) Edutracks, Vol.10 No.4, Dec 2010, ISSN: 0972- 9844
  - (ii) Awadh International Journal of Information Technology & Education, Vol- 1, Issue- 2 Sept 2012 ISSN: 2277-8985
- (h) Dr Amita Puri**
- (i) Ideal Journal of Education, 2012.
- (i) Dr Arti Srivastava**
- (i) MERI Journal of Education 2011

- (j) **Dr Pranita Gopal**
  - (i) International Journals of Education and Applied Social Sciences. Vol 1 Issue 1 December 2010.
- (k) **Dr Bharti Dogra**
  - (i) 'Journal of Indian Education' Vol XXXVI, Number 2, August 2010 issue, NCERT.

### **3.2.6 Give details of the awards, honors and patents received by the faculty members in last five years.**

Details of the awards, honors and patents received by the faculty members in last five years are as follows:

- (i) Dr Saksham Singh was invited as keynote speaker in the Faculty Development Program held in Bharati Vidyapeeth University, Institute of Management and Research, New Delhi. Dec 2014
- (ii) Ms. Ruchi Saxena was awarded Best Teacher Award for the session 2011, by B.Ed. Dept. Mewar Institute of Management , Ghaziabad.
- (iii) Mr Jai Kumar won the best paper award in the National Seminar organized by BLS IIM Bahadurgarh in March 2014.
- (iv) Ms Pratibha Garg was invited as chief guest in Greater Valley School, Greater NOIDA for a special project by the students, "The People's Dancing"- different dance forms, of different countries 2015
- (v). Dr. Bharti Dogra was reviewer for Journal of Research on Adolescence which is a part of the Wiley- Blackball group (September 2010)
- (vi) Dr. Bharti Dogra."Unnat Bharat Sevashree Purushkar 2011-12" was awarded by Unnat Bharat TV Samachar on July 27, 2011 for making a significant contribution in the field of Education
- (vii) Dr. Arti Shrivastava edited a book on 'Spiritualism and Education' 2010-11.

(viii) Dr. Amita Puri was invited as Resource Person in FDRC on issues related to counseling adolescence and Evaluation 2010-11.

(ix) Dr. Amita Puri was Core member of Academic Council Committee of University School of Education, GGSIP University for Revision of Syllabus.

(x) Dr. Amita Puri won the first prize for 'My letter' to 'We' magazine.

(xi) Dr. Amita Puri received 1<sup>st</sup> Prize along with the trophy for being the best speaker among all delegates in Amity Institute of Education.

(xii) Dr. Arti Srivastava was invited by ASSOCHAM in December 2011 as Educational expert in the National Seminar.

(xiii) Dr. Arti Srivastava was Invited by Education summit organized by ET-18 as Educational Expert in February 2012.

### **3.2.7 Give details of the minor/major research projects completed by staff members of the Institutions in last 5 years.**

Students have successfully completed action research/ case studies under the supervision of faculty as minor research projects. The faculty is planning to undertake major research projects in collaboration with different educational organizations.

## **3.3 Consultancy**

### **3.3.1 Did the institution provide consultancy services in last five years? If yes, give details.**

The Faculty is involved with Faculty Development and Research Centre (FDRC) wing of the Army Welfare Education Society. In this collaboration the FDRC consults the faculty regarding various issues, like the current problems faced by schools with regard to Continuous and Comprehensive Evaluation, curriculum transaction etc.

**3.3.2 Are faculty/staff members of the Institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.**

Yes, the faculty is competent enough to undertake consultancy. Student are guided and counseled under mentor-mentee system and guidance & counseling cell, whenever required. One of the faculty members being Doctorate in Clinical Psychology designated as counselor who used to counsel student teachers.

AWES assigned one faculty as counselor from Army Institute of Medical Sciences, Delhi Cantt.

**3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?**

No revenue has been generated through consultancy in the last five years.

**3.3.4 How does the institution use the revenue generated through consultancy?**

Not applicable.

**3.4 Extension Activities**

**3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)**

- (i) One of the establishments of Army 'Rajputana Rifles Regimental Centre' runs a residential school for boys. According to the need of the school boys, student teachers from the Institute, guide & support children to prepare for their exams and clear their doubts.
- (ii) Army Base Workshp which runs ASHA, a special school for differently abled children, was also located near the Institute. on voluntary basis, student teachers used to interact and help the school authorities by spending time with these special children.

- (iii) Every year student teachers used to help the students of Cantonment Board School to organize Annual Day by helping prepare Dance and Dramas.
- (iv) One day Awareness Training Programme on Human Rights was organized by the Institute.
- (v) A Blood Donation Camp was organized in the Institute for the benefit of the community in which students as well as the staff participated voluntarily.
- (vi) VITAL workshop was organized by the Institute in which the in-service school teachers of the adjoining areas with student teachers participated. In the workshop they learnt how to design a lesson plan with integration of values and to transect the same in real classroom teaching.
- (vii) Student teachers participated in a “Genext Programme” on Doordarshan on the theme ‘Preamble and the Fundamental Duties’ to make themselves familiarize with the concept.
- (viii) In collaboration with Human Touch Foundation, an NGO, the student teachers visited Gautam Budh Nagar Central Jail and made the women inmates aware about the importance of education in their life. They performed a nukkad natak based on different social-issues. The literacy primers developed by the student teachers in TLRC were also distributed to generate interest in learning.
- (ix) A Road Safety Week was observed in which pamphlets, posters were prepared. Student teachers visited Gurjinder Vihar (Army Residential Society) and motivated the resident to follow traffic rules. A rally was also organized to make the local and nearby community aware about the road safety rules.
- (x) The student teachers participated in the ‘Run for Fun’ event organized by nearby Army Welfare Housing Organization, Gurjinder Vihar, for the recreation and physical fitness of the senior citizens residing in that society.
- (xi) A village Jaitpur has been adopted by the Institute for the upliftment of the villagers. The student teachers taught the villagers and made them aware about the various social issues through posters/slogans and nukkad natak.
- (xii) Tree plantation drive by the student teachers in and around the campus, contributed a lot to make the local as well as global environment clean.

**3.4.2 How has the institution benefited from the community?  
(Community participation in institutional development,  
institution-community networking, institution - school  
networking, etc.)**

**(a) Community participation in institutional development**

- A Blood donation camp was organized by the Lions Club
- Renowned personalities from the different sections of the society judged the student teachers performances in various competitions.
- Educationist/scholars/army personnel gifted books for the enrichment of the library.
- Local municipal authority extends every type of support when required.
- Collaboration with NGO in organizing various guest lecturers/visits and development of Herbal garden.

**(b) Institution-community networking**

- Institution-community networking was developed by organizing a workshop by Securities and Exchange Board of India (SEBI) at Army Institute of Education, Delhi Cantt. SEBI, the regulatory body for the securities market in India, initiated Jago Grahak Jago campaign to spread awareness regarding the basics of saving and investment among young professionals and students on the verge of taking to the world of work.
- World Lung Foundation-South Asia Chapter of GGSIPU sponsored Poster Making and Declamation competition 2011
- Workshop on Human rights was organized on Feb.2011
- A guest lecture/workshops/seminars on various topics ameliorated networking between Institution-community.
- Counselor of Army The Institute of Medical Sciences, counseled student teachers for better adjustment and adaptation to hostel as well as the Institute life.

**(c) Institution-School Networking:**

- A full-fledged cooperation is extended by the school authorities where SEP is conducted.



- Collaboration with Army Public Schools of Delhi and NCR helps in providing a platform for student teachers to inculcate teaching skills.
  - Institution has a strong networking with schools where they make available facilities and infrastructure, provide feedback to our student teachers and involve them in organizing activities like annual day, exhibitions, morning assembly etc throughout SEP. During Institute's annual sports meet and cultural fest judges are invited from various schools.
  - Principals of various schools interact with the student teachers to prepare them to face the interviews confidently.
- The above mentioned collaboration helped to build the qualities of national integration, tolerance, justice, fraternity, liberty and equality.

### **3.4.3 What are the future plans and major activities the institution would like to take up for providing community orientation to students?**

The institution could like to take up various plans for providing community orientation to students

- Literary programmes for female inmates of Gautam Budh Nagar Central Jail in more elaborative way.
- Workshops on latest curricular developments and teaching materials.
- Focus on enriching TLRC so that student teachers are able to meet the challenges of schools.
- Orientation about the contemporary needs of the students.
- Extension lectures on current topics like research proposals, ICT, Health/First Aid, inclusive Education, Human Rights, RTI, RTE etc.
- Women and youth related issues by Human Touch Foundation.
- Development of herbal garden 'Panchwati' for the benefit of the society.

**3.4.4 Is there any project completed by the institution relating to the community development in the last five years? If yes, give details?**

Institute successfully adopted a village Jiatpur located at a distance of ten kilometers as a part of community service with the following objectives:

- To sensitize villagers about health and hygiene.
- To extend community service among student teachers
- To support existing schools of the village by providing material aids.
- To provide guidance in the school to make teaching learning process more effective.

Institute has organized educational programmes and awareness rallies in the village. The Institute has also donated teaching learning material in the school at the village.

**3.4.5 How does the institution develop social and citizenship values and skills among its students?**

Multi skill development programs are held throughout the year to develop social & citizenship values and skills among students:

- (i) Student teachers' participation in community work provides basis for understanding social responsibility as a good citizen.
- (ii) With the help of Nukkad Nataks, group discussion and display board competitions etc, social & citizenship values & skills are developed among the students.
- (iii) Daily morning assembly with special emphasis on the cultural values of different religions is an integral part of B.Ed. program.
- (iv) Participation in different co-curricular activities provides platform to the student teacher to showcase their talent and inculcate habit of working in a heterogeneous group with the same goal.
- (v) Participation in different sports activities enhances physical abilities. Team spirit and leadership qualities are also developed among the students.
- (vi) Workshop and lectures are organized on Yoga and meditation to develop the values among the students.
- (vii) During the conduct of seminar/guest lecture/workshops students work under various capacities. The working environment provided to them facilitates their holistic development.

### 3.5 Collaborations

#### 3.5.1 Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

National level organizations with which the institution has established linkages in the last five years are mentioned below :

- Ravenshaw University.
- Jamia Milia Islamia University, New Delhi.
- Indira Gandhi National Open University
- School of Open Learning, Delhi University
- National Council For Educational Research and Training
- National Human Rights Commission
- Indian The Institute of Education, Vellore
- Venkateshwara University
- AMITY University
- Galgotia University
- All India Association for Educational Research.
- Agra Psychological Research Cell.
- Faculty Development Research Centre
- MAX hospital.
- Securities and Exchange Board of India (SEBI)
- Human Touch Foundations.
- Lions Club
- Army Public School, Delhi Cantt, Daula Kuan & NOIDA.
- Faculty Development and Research Centre(FDRC) New Delhi.

Faculty is associated with above mentioned organizations as an evaluator, visiting faculty, examiner, paper setter, study material developer, curriculum developer which helps in their professional development. Moreover they are exposed to the various latest trends and developments that are taking place in the field of education. This helps in acquisition and sharing of knowledge among the peers and also with the student teachers.

Student teachers gain experiences beyond their curriculum through such linkages.

This association has helped the Institute to carve a niche as a rich academic resource centre.

**3.5.2 Name the International organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.**

An International eminent speaker, founder member of Kathmandu School of Law, Nepal and visiting faculty for Sydney University, delivered a lecture on 'Education and Women Empowerment'. She interacted with the student teachers and shared her views on education in Nepal and India.

Linkage with Scholars International Group, Dubai helped in placement of one student at Dubai.

Collaboration with University of Wolverhampton, United Kingdom will help in organizing seminar/conferences/workshop/FDP/PDP.

The linkage with Scholars International Group Dubai and University of Wolverhampton, UK is very recent and efforts are own to leverage to our advantage.

The benefits resulted out of such linkages are as follows:

- Faculty enrichment
- Helps to exchange knowledge in diverse areas, to develop better prospects.
- Educational innovation.
- To make faculty and student aware of global trend.

**3.5.3 How did the linkages if any contribute to the following? Curriculum Development, Teaching, Training, Practice Teaching, Research, Consultancy, Extension, Publications, Student Placement.**

Various linkages helped in the following ways:

- Curriculum Development
  - (i) Wrote a module on self enrichment for IGNOU's diploma in elementary education – Dr. Arti Srivastava (2013)
  - (ii) Wrote a module on Inclusive Education & Special Education For Teacher Sity – Dr. Amita Puri (2013)
  - (iii) Written one unit for M.A. (Education), IGNOU, Delhi – Dr. Bharti Dogra (2011)
  - (iv) Written three units for B.Ed Distance Education course for Jamia Milia Islamia University, New Delhi (2014)

Teaching, Training, Practice Teaching, Research, Consultancy, Extension linkages have already been mentioned in the previous criteria i.e. 3.2.5, 3.4.2, 3.5.1.

- **Publication:**

The Institute Annual Magazine 'VIVAKSHA' provides a platform for students and faculty to show their creative expressions.

The Institute also publish biannual the Institute newsletter 'SANKALAN', in which panorama of curricular and co-curricular activities, held in the Institute throughout the year, are highlighted.

"Eduspectra" annual interdisciplinary journal of research & education is the repository of research articles.

Paper presented in the national seminar organized by the Institute are compiled, sifted and edited before publishing in the form of book 'Reflections on Teacher Education'.

- **Students Placement:**

Many students of the Institute are appointed as PRT/TGT/PGT in Army Public School/Government/ Private Schools. International linkages helped in placing the student in Dubai.

### **3.5.4 What are the linkages of the institution with the school sector? (Institute-school-community networking)**

Success of the Institute lies in developing strong linkages with the school sector. It's a relationship of mutual benefit and professional development. On one hand the schools provides us infrastructure, human resources and material inputs during practice teaching and invite us in their non formal activities like exhibition, fairs and functions. On the other hand Institute invite them in almost all the training cum workshop/ activities to acquaint them with latest knowledge related to teaching- learning.

### **3.5.5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes give details.**

Yes, the faculty of our institution is engaged with school teachers in planning practice teaching schedule, time table, allotment of classes and classrooms, keeping a track with the syllabus to be covered, maintaining discipline, attendance and providing feedback. Besides this the faculty is also involved in the interview process of the APS schools.

Dr. Geetika Dutta was a member of interview board for recruitment of teachers at APS Delhi Cantt on 5<sup>th</sup> March 2013.

Dr. Amita Puri was a member of interview board for teacher's interview at APS Dhaula Kuan on 19<sup>th</sup> March 2013.

Dr. Saksham Singh – Interview board APS.

### **3.5.6 How does the faculty collaborate with school and other the Institute or university faculty?**

The faculty collaboration with school & other the Institute or university faculty is done as described below:-

- (i) Other Institutes are invited by our faculty members to take part in the student and faculty development programs, seminars and workshops etc held in the Institute and vice a versa.
- (ii) Experts from the universities are invited to the Institute for extension lectures, seminars and workshop etc.
- (iii) Experienced faculty members of other established B.Ed Institutes are invited to deliver lectures as guests in the Institute.
- (iv) Student of the Institute actively participate as well as invite other Institutes in inter Institute competitions.
- (v) The Institute invites resource persons from various universities and the Institutes to share their research ideas with faculty members and student teachers.

## **3.6 Best Practices in Research, Consultancy and Extension**

### **3.6.1 What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

The measures adopted by the institution to enhance quality of Research, Consultancy & Extension Activities are as following:-

- Encouraging the faculty to take up quality research project and write research papers for reputed journals.
- The Institute provide monitory support to faculty in the form of seed money and there is a provision in the form of Library grant that helps the faculty in their research work and also enrich the Library resources.
- Adopted a village Jaitpur near Greater Noida for extension activities.

- Literary awareness programme for women inmates of Gautam Buddh Nagar Central Jail.

### **3.6.2 What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?**

- The Institute and its faculty have begun extending support to the Faculty Development & Research Centre (FDRC). This centre is the nodal agency for all in service training programme of 130 army Schools and Army Public Schools run under the aegis of the Army Welfare Education Society. This collaboration would help the faculty in conducting action research at various levels, provide pedagogical and technical consultancy to teachers across India.
- Registration fee is borne by the management for faculty members and student teachers for attending research seminars, symposium and workshops in the Institutes & Universities.
- Wi-Fi enabled campus ( Academic block, Hostel complex and faculty residence)
- Extended computer lab and library timings.
- Institute has published an educational journal 'Eduspectra' to encourage research paper publication.
- Solar water heater is available in the Hostel as a source of renewable energy.
- Rain water harvesting system exists in the campus to ensure to water conservation.
- Sprinklers are used for watering of plants.
- To ensure quality of water centralized RO system is being used.
- Tobacco & smoke free campus.

## Criterion IV: Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**

The Institution has excellent Physical Infrastructure as per NCTE norms. It is more than enough to run a B.Ed. institute with the strength of 100 students. Building and infrastructure details of the Institute are:

#### **ACADEMIC BLOCK**

1. Air conditioned elevated classrooms with LCD projectors.
2. Multipurpose Hall with elevated seating and public address facility.
3. Library cum Reading Room for students and the faculty.
4. ICT Resource Centre with Language Learning Lab
5. Psychology Resource Centre
6. Arts and Craft Resource Centre and Social Science lab
7. Health and Physical Education Resource Centre
8. Science Resource Centre
9. Mathematics Resource Centre
10. Teaching Learning Resource Centre
11. Principal's Office
12. Conference Hall
13. Faculty Room
14. Separate air-conditioned common rooms for boys and girls with L.C.D T.V.
15. Principal's PA office
16. Record Room
17. Pantry
18. Store Rooms (two)
19. Separate toilets for boys and girls at each floor
20. Separate toilet for physically challenged person.
21. Electrical Room.
22. ICT & Computer lab

#### **ADMINISTRATIVE BLOCK**

23. Registrar's Office
24. Administrative Office
25. Estate Supervisor's Office



**HOSTEL AND RESIDENTIAL BLOCK**

26. Separate hostel for boys and girls with gymnasium, dining area and common room.
27. Principal's accommodation
28. Registrar's accommodation
29. Faculty accommodation
30. Single faculty accommodation
31. Non teaching staff accommodation
32. Essential staff quarters
33. Guest rooms

**FACILITIES ON SHARING BASIS**

34. Cafeteria
35. Medical Inspection Room
36. Parking Space
37. Playfield, indoor as well as outdoor facility
38. Auditorium
39. Seminar Hall
40. Amphitheatre
41. Laundry
42. Tuck Shop

The total amount invested in developing this infrastructure has been Rs 1,26,36,976 from Adjutant General's Welfare fund under Technical Grant Head. **( Refer Annexure 4)**

**4.1.2 How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

To keep pace with the academic growth, the projects are presented in the annual meet of AG (Adjutant General), besides this the requirements are also proposed in the Institutional Management Committee (IMC). After their sanction, Army Welfare Education Society (AWES) releases the funds for renovation, modernization & up-gradation of infrastructure.

Projects in process are as follows:

- Converting existing classrooms to Smart Interactive Classrooms
- Construction of lift

**4.1.3 List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.**

The Institute possess sufficient infrastructure required for co-curricular and extra-curricular activities.

- It has a fully equipped Seminar Hall/ Multipurpose Hall, fitted with Projection system, audio equipments with a elevated stage and has a capacity of 250 students. Institute also has a state of the art Auditorium to accommodate approx. 600 audience.
- Institute has open Amphitheatre with a seating capacity of more than 250 students, well maintained in the lap of nature.
- Spacious playgrounds are available for outdoor games, like Modern Basketball Court with synthetic flooring, Volley Ball Court, Badminton Court, Lawn Tennis Court and Football ground.
- Indoor games facilities like Snooker Tables, Table Tennis room, Carom and Chess.
- The Institute has Musical instruments like Tabla, Congo, Tanpura, Harmonium, Dholak etc.
- Separate Gym facility for boys & girls is also available.

**4.1.4 Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.**

The Institute shares the following physical infrastructure with the sister Institute (Army Institute of Management and Technology) i.e. Auditorium, Gymnasia, Playgrounds, Boys Hostel, Dining Halls, Cafeteria, Medical Inspection (MI) Room, Central Water Heater, Rain Water Harvesting Plant, Central Water Purifier, 24 Hours Power Backup, and Amphitheatre.

**4.1.5 Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health centre, etc.)**

- The Institute has separate boys and girls rest room facility in Academic Block.
- The Institute has well established workstation facility with internet / Wi-Fi facility for each faculty so that they can excel in their field.

- Washroom facilities are separately available for boys and girls on each floor of the building. Washrooms are equipped with exhaust fans and are well maintained by the supporting staff.
- The Institute has a Health and Physical Resource Centre for first aid requirement. Institute also have a Medical Inspection Room and a Doctor is appointed on part –time basis for one hour daily from 5 p.m. to 6p.m. For emergency cases - ECHS at AWHO and Kailash Hospital, Greater NOIDA are referred.
- The Institute has a modernised Cafeteria which provides nutritious food to the students and staff as well.
- To ensure proper health and hygiene in the Hostels, the Student Mess Committee is constituted which looks after different issues of the Hostels.

**4.1.6 Is there any hostel facility for students? If yes give details on capacity number of rooms, occupancy details, recreational facility including sports and games, health and hygiene facilities etc.**

Yes, there is hostel facility available separately for boys and girls. Girls hostel-Gargi can accommodate 127 girls in its three storeyed building. There are thirty one rooms in girls hostel meant for single student accommodation and forty eight rooms each shared by two students. Boys hostel, Kailash is shared by AIMT & AIE. Third floor of the hostel is exclusively for B.Ed. boys. Separate cots with mattress, almira book racks, chairs and tables are provided to each student in the hostel. One LCD TV is installed in the recreation room. Newspapers are also provided. Centralized R O system supplies safe & pure drinking water to the students. Hot water facility run by solar system is available in the hostel. There is a separate gym & indoor game facility in the hostel. The adjacent grounds are used for outdoor games as well as for celebration of different festivals. There are separate dining halls for boys and girls with seating capacity of 100 students each. Hostel warden stays in the hostel itself. Hostel guards are appointed for security reasons who stay in the hostel for twenty four hours. Each floor has facility of toilet complex which is airy and cleaned regularly, maintained by housekeeping staff. Hostel also has a kitchen with induction plate which is used by the students for cooking and making tea/coffee, if required.

## 4.2 Maintenance to Infrastructure

### 4.2.1 What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any. Building, Laboratories, Furniture, Equipment, Computers, Transport/Vehicle.

The budget allocation and utilization in the last five years is given below and for details refer annexure 6:

Expenditure	2010-11		2011-12		2012-13		2013-14		2014-15	
	Allocated	Spent	Allocated	Spent	Allocated	Spent	Allocated	Spent	Allocated	Spent
<b>Buildings/Premises</b>										
The Institute A/C	101000	145849	-	155212	-	149296	-	90639	50000	52088
Tech Grant	-	-	-	-	20,00,000	-	33,50,000	3,33,397	-	30,77,641
<b>Labs</b>										
The Institute A/C	-	-	-	-	-	-	-	-	-	-
Tech Grant	-	-	-	-	-	-	-	2016	-	1,48,954
<b>Furniture</b>										
The Institute A/C	-	-	-	-	-	-	-	-	-	-
Tech Grant	-	-	-	-	-	-	-	2,36,208	-	3,49,040
<b>Equipment</b>										
The Institute A/C	60,000	42,395	1,00,000	-	30,000	20422	25000	9750	25000	8650
Tech Grant	-	-	-	-	-	-	-	1,75,700	-	2,38,340
<b>Computers/Printers</b>										
<b>Photocopier</b>										
The Institute A/C	90,000	85732	60,000	22963	1,00,000	18551	20,000	300	30,000	15000
Tech Grant	20,00,000	11,00,000	-	-	-	-	-	51360	-	12000
<b>Transport /Veh Exps</b>										
The Institute A/C	1,00,000	68716	1,20,000	30,062	50,000	48065	1,00,000	1,45,557	1,50000	1,04,669
Tech Grant	-	-	-	-	-	-	-	-	-	-
<b>Misc (Tech Grant)</b>										
(National Seminar)	50,000	50,000	-	-	1,00,000	100000	100000	100000	100000	100000
PDP	-	-	2,00,000	9,600	1,00,000	100000	100000	100000	-	-
Library	-	-	5,00,000	5,00,000	10,00,000	-	-	206204	6734	-
Mod Comn use	-	-	-	-	-	-	-	470051	-	-
Facilities	-	-	-	-	-	-	-	-	-	-
<b>ARF</b>										
Purchase of vehicles	-	-	-	-	-	-	-	623687	-	4,50,859

#### **4.2.2 How does the institution plan and ensure that the available infrastructure is optimally utilized?**

The time-table has formal allocation of periods, so that all the facilities can be utilized to the maximum extent. If required by student teachers, additional facilities on their responsibility are provided. In this regard the Institute's activities are planned and scheduled in such a way so that they ensure that student teachers get an opportunity to use the infrastructure. Apart from this, the Institute being residential, we have extended Library as well as Computer Lab's timings. If required they are open on holidays and during examinations.

#### **4.2.3 How does the institution consider the environmental issues associated with the infrastructure?**

The Institute consider the environmental issues associated with the infrastructure in the following ways:

- The Institute has an invigorating environment with a lush green campus in the heart of Greater Noida.
- The Institute campus is plastic free zone.
- The Institute campus is no smoking zone.
- To maximise the use of renewable energy resource both the hostels have solar water heater facilities which reduces the electricity consumption during winters.
- Well ventilated classrooms with ample natural light.
- Separate dust bins are placed in the campus to dispose bio degradable and non degradable waste.

### **4.3 Library as a Learning Resource**

#### **4.3.1 Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?**

Yes, the Institute has a qualified Librarian and Library attendant trained in handling the digitalised library and to support the library in order to help students in locating required books, issue and return of books, updating library records regularly. The library has four internet connected computers which are accessible to the student teachers and the faculty.

**4.3.2 What are the library resources available to the staff and students? (Number of books-volumes and titles, journals- national and international, magazines, audio visual teaching- learning resources, software, internet access, etc.)**

The library resources available to staff and students are as follows.

1.	Total number of books-volumes	9,077
2.	Total number of titles	2,668
3.	Reference Books	2,468
4.	Number of National Journals	21
5.	Number of International Journals	04
6.	Number of Magazines	21
7.	Number of CDs	58
8.	Number of computers with internet access	03
9.	Number of Encyclopaedias	22
10.	Number of electronic references	19
11.	Number of national dailies	06
12.	Libguru Software	01
13.	Gifted Books	2,100

**4.3.3 Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance etc. and to make acquisition decisions. If yes, give details including the composition and functioning of Library committee.**

Yes, the Institute has a mechanism to systemically review the various library resources for adequate access and relevance. There is a library committee which holds quarterly meetings to discuss latest acquisitions and to decide in further requirements. A suggestion box is kept in the library to get the feedback of the users which is also taken as consideration for the improvement in the system.

Library committee is comprised of the Principal, Faculty members along with the Librarian. The faculty members and student teachers suggest books for the library and then library committee finalise the purchase of books.

**4.3.4 Is your Library computerized? If yes, give details.**

Yes, our Library is computerized, fully automated with LIBGURU software.

**4.3.5 Does the institution Library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

Yes, the Institute have Computer with Internet access facilities in the Library. Teachers and students use computer and Internet to access required information.

We also have photocopier in our Library and in order to discourage wastage of paper and encourage note taking habits in student teachers, this facilities is priced at Rs 1 per copy.

Apart from this, faculty and students can access Ebsco ( e-resource online educational database) in Computer Lab and Academic Block.

**4.3.6 Does the institution make use of inflibnet / Delnet/ IUC facilities? If yes, give details.**

The Institute has Ebsco online education data base (E-Resource) facilities for the student teachers and the Faculty.

**4.3.7 Give details on the working days of the library? (Days the library is open in an academic year, hours the Library remains open per day etc.)**

All working days mentioned in academic calendar are working days of library. The Institute's library is open from 9am to 5pm on all working days and can be extended till 7 pm if required. Library also remains open during examinations and holidays if required.

**4.3.8 How do the staff and students come to know of new arrivals?**

The staff and students come to know of the new arrivals by circulation, information displayed on the notice board and the new arrival resources kept in the separate rack.

**4.3.9 Does the institutions library have a book bank? If yes, how is the book bank facility utilized by the students?**

The Institute does not have a book bank facility in the Library at present but there is a proposal to start book bank from the session 2015-17

#### 4.3.10 What are the special facilities offered by the library to the visually and physically challenged persons?

Although during the last five years no such student has taken admission in the Institute but still institute has made following efforts in this regard:

- Faculty and student teachers are sensitized towards the need of visually and physically challenged persons.
- Library attendant provide support to needy student teachers in accessing the books if required.
- There is a separate section for CDs in the Library.
- Availability of Internet connected computers with speakers and head phones act as support system for physically challenged student teachers.

#### 4.4 ICT as Learning Resource

##### 4.4.1 Give details of ICT Facilities available in the institution (computer Lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institution ensures the optimum use of the facility.

Sr. No	HARDWARE	QUANTITY
1	Multimedia Computers	35
2	Smart Interactive White Board	01
3	LCD Projectors	07
4	Printers	06
5	Photocopier	02
6	Scanner	01
7	LCD TV	03
8	TV	02
9	Radio with Tape Recorder and VCD player	01
10	Head Phone	20
11	Speaker	04
12	Amplifier	01
13	Hand Mike	03
14	Handy Camera	01
15	Educational Audio and Video CD	80
16	Cordless Micro phone	01
17	Public here is a separate Address System	01



The Institute has a fully equipped computer laboratory with internet and Wi-Fi facility. It has a qualified staff to meet the ICT needs of the student teachers and staff. Audio Visual and other equipment's such as T.V, DVD player, LCD projector, Printer, Scanner, Photocopier, Camera, Educational CDs, DVD, and public address system etc. are also available which helps the students as well as the faculty members in teaching learning process. The computer laboratory is open beyond academic hours i.e. up to 7pm if required. Student teachers are encouraged to make use of computers for preparing lesson plans, audio visual aids, presentations and searching online resources. To ensure optimal utilization of ICT, the Institute provides one period daily for computer laboratory. LCD projectors are fitted in the classrooms which are used by the faculty as well as by the student teachers.

**4.4.2 Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.**

Yes, the syllabus of GGSIP University has two papers; 'ICT Mediated Education' E-106 as a core paper and 'Educational Technology' E-110 as one of the elective papers and its practical aspect covered in E-146 Integrating technology with Education. As mentioned in criteria I, all the students get equal opportunity to work on the computer. The syllabus requires that each student should prepare a portfolio that contains a multimedia based presentation, a lesson plan, resume, info-graphics and preparation of question bank in hot potatoes.

**( Refer Annexure 3)**

**4.4.3 How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?**

The entire faculty in the Institute is computer literate. Hence in all the subjects, ICT is used to deliver presentations. In order to enrich the experiences of the student-teachers, sometimes educational video clips are shown. Technology based Self Instructional Material is used by the faculty to help the student teachers to enhance computer skills.

**4.4.4 What are major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids.)**

Before School Experience Program all the student teachers undergo a week's INTEL training programme for the integration of ICT in teaching skills. Technology is used in preparing Lesson Plans, Teaching Aids and in the preparation of Digital School Profile of those schools in which student teachers are attached during SEP. Student teachers also deliver two lessons in each subject based on multimedia.

**4.5 Other facilities**

**4.5.1 How is the institutional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.**

The Institute extends its facilities to the local community whenever there is a need for it. Research scholars and students from other Institutes utilise library resources.

**4.5.2 What are the various audio visual facilities/materials (CDs, audio and Video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

The Institute has LCD projectors, CD players, audio and video CDs, OHP and transparencies, LCD TV, Digital Camera, Speakers, Public Address System, and Smart Interactive White Board. These facilities/materials help the student teachers to enrich their conceptual knowledge and enhance their knowledge base. Student teachers use these facilities during morning assembly, educational programs, presentations, celebrations, co-curricular activities, lesson planning, preparing notes, updating their knowledge, action research etc.

**4.5.3 What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

The institution has the following laboratories in its campus:

- Psychology Resource Centre
- ICT Resource Centre cum Language Learning Lab
- Arts and Craft Resource Centre
- Health & Physical education Resource Centre
- Mathematics Resource Centre.
- Science Resource Centre.
- Teaching Learning Resource Centre.

Every year there is budgetary allocation made to enhance the laboratories. The Army Welfare Education Society also gives one time grant to upgrade the existing laboratory facilities. There is an annual stock taking Board that verifies the stock for the maintenance of the laboratories.

**4.5.4 Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**

The Institute has a multipurpose hall named 'SAMEEKSHA', with LCD projector, a white board, Public Address System, Wi-Fi facility and seating arrangement for near about 200 persons. It also has an Art and Craft Resource Centre with workshop facilities for the student teachers. Harmonium, Tanpura, Congo, Dholak and Tabla etc. are some of the few musical instruments available in the Institute.

The campus also has a Football Ground, Basket Ball Court with Synthetic flooring, Volley Ball Court, Badminton Court, Lawn Tennis Court, Table Tennis, Snooker and separate gymnasium for boys and girls.

Institute has an Amphitheatre with the elevated open air seating facility, which encourages the students to develop their theatre skills. Besides this, the Institute has a state of art auditorium with latest light and sound system and a seating capacity of about 600 persons.

The Institute has four vehicles: Tata Indigo, Maruti Eeco, Maruti Van and a Motor Cycle for transportation purposes. Eighteen seater

tempo traveller available with AIMT (Sister concern) is also used when required.

**4.5.5 Are the classrooms equipped for the use of latest technologies for teaching? If yes, gives details. If No, indicate the infrastructural future plans to modernize the classrooms.**

AIE has two elevated classrooms with LCD Projectors and Wi-Fi facility. We are in process of converting the rest of the classrooms into smart classes.

**4.6 Best Practices in Infrastructure and Learning Resources**

**4.6.1 How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?**

After the counseling, at the beginning of the academic session, the faculty members conduct brainstorming sessions and discussions where the experiences of the previous years are discussed and shared. The further collaborative ventures for the year ahead are decided here and faculty seeks the advice and guidance of the Principal in the strategies they tried albeit faced problems. These decisions are followed up and reviewed by monthly academic meetings, where in these issues are discussed. Teacher acts as a role model for the student teachers, as they use technology and motivate them to use the same.

**4.6.2 List innovative practices related to the use of ICT, which contributed to quality enhancement.**

- Power Point presentations by the faculty.
- Three weeks Intel Training Programme is organized every year in which student teacher learn how to prepare lesson plan, blogs, web page designing, hyper linking video in presentation and rubrics etc.
- Visit to Central Institute of Educational Technology, New Delhi to make student teacher aware of latest trends in Educational Technology.
- Teaching Learning Resource Centre (TLRC) where students learn how to use Smart Interactive Board for effective teaching.
- Integrating ICT in Assignments/ Seminars/ Presentation of topic/Projects.

- Student teachers deliver one technology based lesson plan in each teaching method during SEP.
- Workshop on Open Educational Resources is organized to familiarize ICT skills.
- Students prepare journals on Hot Potatoes, Teaching Modules which has proved to be a great success with the students as they were able to learn this software with the adequate time and input provided in the software.

**4.6.3 What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/adapted by the institution?**

- As per recommendations of National Curriculum Framework NCF – 2009, Institute has a well-established Teaching Learning Resource Centre in which students opt and work in groups under five clubs viz. Literary Club, Eco Club, Arts & Craft Club, Innovative Club and Research & Development Club. Every student gets two periods per week for TLRC. The focus of TLRC is to develop resource material and do give them hands on experience of the school related work. (Preparation of C.V, Folders, Literacy Primers, and Scrap Books, Bulletin Boards, Teaching Aids, Collage etc.)

## Criterion V: Student Support and Progression

### 5.1 Student Progression

#### 5.1.1 How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

Students' preparedness for the programme is planned in the following ways:

- The students in our Institute are selected on the basis of a Common Written Admission Test (CWAT) conducted by AWES. During their counseling, based on their marks, personal interview and group discussion and eligibility conditions laid down by the University, the students are given their respective methodology subjects. This is the first step towards their B.Ed professional programme.
- The first week of the academic session is exclusively dedicated to the orientation programme wherein the faculty orients new inductees into the education stream. A tour to Institute is carried out to familiarise students with the campus and available facilities. During this week itself, the faculty interacts with all the students in various groups through brainstorming sessions and talent hunt, identifies the areas which need to be focused during the academic year. Student teachers communication and computer skills are identified during orientation and are worked on throughout the year by various activities mentioned in the academic calendar. Student teachers are divided into four houses Pragma, Pratishta, Prayanam and Prativya.
- Time table is displayed on the notice board in the academic block as well as in the hostel.
- Workshops, seminars, guest lectures and interaction with school Principals are organized to keep them abreast with the latest trends in schools.
- For appropriate academic and professional advice to student teachers twenty students are attached with one faculty in the form of Mentor-Mentee system,
- Central Teacher Eligibility Test (CTET) preparatory classes are organized regularly for a month prior to their CTET exams

and mock interview (face to face and online) are organised by placement cell.

- Qualified and experienced faculty is always in personal touch with student teachers by guiding, advising and counseling them.

**(Refer Annexure 10)**

### **5.1.2 How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?**

The Institute has a lush green campus spread over nearly 2.92 acres of land in a prime location of the city. It provides an ideal environment to the aspiring learners for pursuing their studies in Bachelor of Education. The trees, sprawling lawns and peaceful surroundings add to the ambience of the campus. The Institute provides safe, secure, clean, ragging free and tobacco free environment, Medical Facilities, Gymnasium, outdoor and indoor sports facilities, Wi-Fi enabled 100% power backup campus and monitored by frequent visits of Army Officials.

All faculty members get an opportunity to interact with all student teachers in various capacities, there is an inherent mechanism in place that motivates students to make use of the Institute's activities to venture into areas that they have never explored.

Individual attention is paid through mentor-mentee system which provides them motivation as well as counsels them academically, emotionally, personally and vocationally, wherever required special care is taken so that the students hone their skills in all fields. In order to know the satisfaction level in students, the Institute takes regular feedback from the students on all aspects.

The Institute 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.

### **5.1.3 Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?**

There is **no drop-out** case till date.

**5.1.4 What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?**

In order to prepare the student teachers to compete for jobs the Institute organize mock interviews, workshop on preparation of Curriculum Vitae, Personality Development Classes, Guest Lectures by School Principals/Educationists. Central Teacher Eligibility Test (CTET) preparatory classes are organized regularly for a month prior to their CTET exams.

Details of student teachers qualified in competitive exams are given below :

Session	Number of students qualified in Competitive Examinations (CTET&NET/SLET)
2013-14	27
2014-15	14

**5.1.5 What percentages of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?**

Almost all the students choose teaching as a career; however some student's take admission in MA/M.Sc./M.Com/M.Ed. course in different post-graduation departments of universities/the Institute.

Session	Higher Studies	Teaching Jobs
2012-13	36	37
2013-14	43	45
2014-15	20	20

**5.1.6 Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.**

Yes, the Institute provide this facility to Alumni. As majority of the students who pass out from our Institute leave Greater Noida,. Those who stay back in Delhi and Greater Noida do use the library



for reference purpose and we allow the students to make use of all the resources, if a faculty member acts as a guarantee.

**5.1.7 Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.**

Yes, the Institute provides placement services in the following manner :

- The Institute has a functional placement cell. One faculty member is in-charge for placement programme.
- Campus interviews are conducted towards the end of the session but if school send their requirement for teachers then midterm interviews are also arranged for the benefit of the student teachers.
- Vacancies of various schools are displayed on notice board, circulated through various social networking sites; students also access Employment News paper available in the Library.
- Library of the Institute has a special corner for placement which includes related resources.
- For national as well as international online interviews students are trained to appear for Skype Interviews. For face to face interview mock interview sessions are organised.
- MoU is signed with Scholars International Group, Dubai through which student teachers are placed in Dubai.
- Special practice sessions are organised for student teachers to make them competent enough to use smart interactive Boards effectively in schools in which they will serve in future.
- Every year the placement training programme has been conducted in the Institute. The following students are employed through placement cell.

<b>Year</b>	<b>No. of Students Employed</b>
2012-13	-
2013-14	15
2014-15	10

**5.1.8 What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?**

The difficulty that placement cell have faced with regard to placement is that majority of the students who stay in the hostel get back to their respective homes and those who are in Delhi get

posted out relatively soon. This has created a credibility problem for the Institute as we are not able to guarantee the tenure of the candidate due to very genuine reasons. Secondly, as mentioned above, in spite of having vacancies in remote areas, students from the Institute are unable to avail them due to either marriage compulsions or the remoteness of the area.

**5.1.9 Does the institution have arrangements with practice teaching schools for placement of the student teachers?**

Yes, the Institute has arrangements with practice schools for placement of the student teachers. The Institute approaches the practice teaching schools for vacancies and displays the advertisements on the notice boards. The schools also inform the Institute if there is vacancy in their school.

**5.1.10 What are the resources (financial, human and ICT) provided by the institution to the placement cell?**

The Institute has a fully functional placement cell headed by a faculty member who coordinates placement cell in the Institute with the support of the management, the Principal and other faculty members. The Institute provides (human, financial and computer) resources with internet facilities to the placement cell. There is a financial allocation of budget in the form of placement fund which is available to cater placement related expenses.

**5.2 Student support**

**5.2.1 How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

Academic calendar of the Institute is prepared in advance in the light of University calendar, faculty and pass out student teachers feedback and uploaded on the website and displayed on the notice boards for student teachers' reference.

Staff meetings, held once in a month for academic activities ensure that the activities planned for the year are executed effectively.

Weekly time-table helps to carry out planned activities smoothly.

Activities planned for teaching-learning process are regularly monitored and assessed through student teachers performance in

assignments, presentations, sessional activities, sports and cultural competitions and internal & external examination etc.

The Institute gives full freedom to the staff members to plan, conduct, evaluate and revise all curricular, co-curricular and extracurricular activities to achieve the objectives and effective implementation of the curriculum.

Weekly, monthly and quarterly report of the activities is send to the governing body. Report and feedback on each activity is also sent separately for suggestions and improvement.

Formal and informal feedback from student teachers helps in reframing and planning activities effectively in future.

### **5.2.2 How is the curricular planning done differently for physically Challenged students?**

Although, we do not have any physically challenged student but the Institute have planned the following measures for barrier free environment support in the form of ramps, wheel chair, library equipped with audio/ video system, signage, life skill training. Mentor-mentee system, teaching strategies related to diverse students' needs are discussed with student teachers.

### **5.2.3 Does the institution have mentoring arrangements? If yes, how is it organized?**

Yes, the Institute has mentoring system. There is one mentor for twenty student teachers. Mentor-mentee meetings are arranged regularly. Teacher mentors provide guidance to student teachers in different areas and encourage them to participate in various curricular and co curricular activities. They also help the students in solving personal and academic problems throughout the year.

### **5.2.4 What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?**

Since the role and responsibilities of the faculty are very well defined in the 'Blue Book' (Institutional Guidelines), proper teaching and mentoring is possible. Principal's support and encouragement to the faculty enhance their teaching skills.

Wi-Fi enabled campus is provided to the faculty with computer, printer and enriched digital library with e-resources. Freedom and flexibility is given to the faculty for innovation in teaching and testing. They are also encouraged to publish articles and registration fees

for attending Seminars/ FDPs, Workshops, conferences etc. is sponsored by the Institute. Mentor Mentee meetings are arranged regularly. During these meetings, the problems are identified and then discussed with the Principal. If need arises a certified clinical psychologist is consulted.

**(Refer Annexure 12 d)**

**5.2.5 Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?**

Yes, the Institute has its website [www.aie.ac.in](http://www.aie.ac.in) in which all information as per requirement of regulatory bodies like UGC, NCTE, GGSIPU, regarding the eligibility conditions, Infrastructural facilities, Institute's Management Committee (IMC) details, faculty details are uploaded. We also post the CWAT result, reports of various activities and the Institute prospectus for students to download. The information uploaded on website is updated weekly.

**5.2.6 Does the institution have a remedial programme for academically low achievers? If yes, give details.**

Yes, the Institution has a remedial programme for academically low achievers. Profiles of all students are maintained by the Institute and weak students are identified through regular assessment of their performance in internal/external exams, assignment and overall class attendance. Institute organizes following activities to help low achievers;

- Proper counseling of such students to develop interest in curriculum
- Conduct of extra class in the identified areas.
- Continuous monitoring of performance.
- Mentor's support and guidance.
- Peer learning.
- Extended library and computer timings.

**5.2.7 What specific teaching strategies are adopted for teaching?  
(a) Advanced learners and (b) Slow Learners**

Additional inputs from faculty and mentors help the slow learners. The faculty challenges the advanced learners with additional activities like encouraging them to participate and present papers in the National Seminars that the Institute conducts, encouraging them to explore new pedagogical option while taking classes during the teaching practice, arranging brain storming sessions, keeping

variety in giving assignments e.g. info graphics, concept map, power point presentation using multimedia etc. We also encourage peer learning by grouping advanced learners with slow learners to ensure that both the groups of students are benefitted: the slow learners with knowledge and the advanced learner, with teaching skills and patience.

**5.2.8 What are the various guidance and counseling services available to the students? Give details.**

Keeping in mind the academic and professional needs of the present day schools following guidance and counseling services are made available:

- Personality Development Classes and Development of soft skills
- Intel and open educational resources' workshops
- Workshop on VITAL (Value Integration in Teaching and Learning).
- Mentor-mentee meeting.
- Campus Interview. Students were guided to face Skype Interview and Personal Interview, demo classes through Smart Boards for International Placement.
- CTET Coaching.
- Counseling is also provided to the students in Hostel in order to facilitate their adjustment in new environment away from their home.
- Apart from above services personal guidance and counseling is provided to the students by the Principal, the Registrar, the Faculty, the Hostel Warden and the visiting Doctor.

**5.2.9 What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?**

The Institute has a proper grievance and redressal cell. Student teacher approaches the cell with their grievances if any. A suggestion box is kept in the Institute which is checked frequently by the Principal, feedback is also taken from student teachers. In the last two years the Institute has not faced any major problem.

**5.2.10 How is the progress of the candidates at different stages of programs monitored and advised?**

There are numerous checks and balances in place that help the faculty to monitor the progress of candidates at different stages. Various assignments, projects, group work, participation in various co-curricular and extra-curricular activities help in monitoring the progress of the candidate. The two internal examinations and one final examination per semester based on the University guidelines also help in monitoring the progress at different stages.

The low achievers are advised by the subject teachers/mentors to focus their grey areas.

Student teachers maintain a portfolio of their activities that helps them keeping track of the progress, achievements and lessons learnt during the entire year.

**5.2.11 How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?**

The Institute organizes a one week orientation programme, before the commencement of School Experience Programme (SEP). The eminent speakers from affiliated University, NCERT, FDRC are being invited for special lectures, such lectures help the students to gain a better understanding of the teaching learning process that takes place in the school.

The microteaching sessions followed by lesson demonstration are conducted by respective subject teachers. At least two simulated lessons are delivered by the student teacher to get them prepare to face a real classroom situation.

A faculty/ supervisor accompany the student teachers in various schools to follow-up and support them during SEP.

**5.3 Student Activities****5.3.1 Does the institution have an Alumni Association? If yes,**

- (i) List the current office bearers**
- (ii) Give the year of the last election**
- (iii) List Alumni Association activities of last two years**
- (iv) Give details of the top ten alumni occupying prominent position.**

**(v) Give details on the contribution of alumni to the growth and development of the institution.**

Yes, the Institute has an alumni committee and we are in the process of forming an Alumni Association.

- (i) Current office bearers for Alumni Association are as under  
Principal- Chairperson  
Ms Ruchi Saxena – Convener  
Ms Meera Maurya - Co-Convener  
Ms Nitma Kumari - Member  
Ms Ruchika- Member  
Ms Soni Bisht – Member  
Mr Rohit Kumar-Member
- (ii) Last election of Alumni Committee held in 2015.
- (iii) Last two years Alumni Committee activities are :-
- Attended AIE Foundation Day in 2014
  - Conduct of Alumni Meet ANUSMARAN in 2015

The Institute has an alumni committee and we are in the process of forming an Alumni Association.

- (iv) Details of top ten alumni occupying prominent positions are as follows:

Sr. No	Name of AIE Student	Nature of Appointment	Present Address of work
1.	Anuradha	PGT	Saint Kabir School, Gujarat
2.	Sandeep	TGT	Delhi Public School, Meerut
3.	Soni Bisht	TGT	Delhi Public School, New Delhi
4.	Priyanka Sharma	TGT	Army Public School, Mathura
5.	Jyoti kumarl	TGT	Delhi Area Public School, Delhi Cantt.
6.	Priyanka Rai	TGT	Delhi Scottish School, Greater Noida
7.	Ruchika	TGT	Delhi Area Public School, Delhi Cantt
8.	Kiran Rathore	TGT	Residential school in Jhunjunu
9.	Abhishek Sharma	PGT	Imperial Public School, Lucknow
10.	Shikha	TGT	Army Public School, Beas, Punjab

(v) The alumni has contributed to the growth and development of the institution in the following manner:

- Tree Plantation,
- Free book distribution
- Contribute in organization of alumni meet
- Apprise students with the current working culture of the schools
- Act as brand ambassadors
- Offer career advice

**5.3.2 How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.**

The Institution provides platform to participate in various competitions at the Institution, inter-the Institute level and University level. The Institution encourages student teachers to participate in these activities by organizing different types of activities at Institute level.

- Prizes, certificates, medals etc are given for their participation and outstanding performances.
- The Institute appreciates the students for their performance in front of all the students.
- The Institute provides all the necessary equipments, coaching and guidance to nurture their talents.
- As most of the students stay in hostel, the Institute provides extra time for sports practice to the students. Faculty also help the students in the completion of the syllabus, missed during rehearsals.
- Academic calendar is prepared including celebration of the Special Days, Inter House Competitions, Art and Craft competition, Cultural Activities, Board Decoration Competition, Youth Festival and Annual Athletic Meet, etc. These activities help the students in showcasing their hidden talents.

**Students' Achievements in sports for the session 2013-14**

Six students of AIE participated in the cross country event organized by GGSIP University on 29<sup>th</sup> Aug 2013.

1. Rahul Singh
2. Vandana Kumari
3. Soni Kumari
4. Ameeta Kumari
5. Navjyot Singh



## 6. Ankit Bhardwaj

Three of them were selected for the Nationals.

1. Navjyot Singh
2. Ameeta Kumari
3. Vandana Kumari

AIE Students participated in GGSIPU SPORTS MEET 2013 on 9<sup>th</sup> Nov 2013 and the achievers are

- Ankit Bhardwaj – 1500 mtr Race Men (Bronze Medal)
- Navjyot Singh – 800 mtr Race Men (Bronze Medal)
- Rahul Singh, Uttam Singh, Navjyot Singh and Ankit Bhardwaj – 400x4 mtr Relay Race (Bronze Medal)
- Mr. Navjyot Singh represented GGSIPU, Delhi in the event “All India Inter University Athletic Meet”, held of Punjabi University, Patiala, Punjab from 23<sup>rd</sup> to 28<sup>th</sup> Dec 2013 in 10,000 mtr Race Men.
- Ms. Vandana Kumari represented GGSIPU, Delhi in “All India Inter University Cross Country Race ( Women)”, held at Udaipur deemed university, Udaipur in Nov. 2013

### **Students’ Achievements in sports for the session 2014-15**

- Ms Madhu and Ms Versha participated in the GGSIPU Volleyball team for All India Inter University volleyball (women) in Shimla from 06 Oct to 10 Oct 14.
- Ms Komal, Ms Priyanka and Ms Aakanksha represented GGSIPU University Team in “All India Inter University Cross Country Race ( Women)”, held at Mahatma Gandhi University, Kottayam.
- Ms.Naindeep Kaur represented GGSIPU in North Zone Inter University Basket Ball championship ( Women) in Kanpur in Nov. 2014.
- Won Bronze medal in Inter college Basketball tournament held on 12th Oct 2014 in GGSIP University.
- Won second position in March past in GGSIPU sports meet held from 13th – 15th Nov.
- The medals won by AIEIANS in GGSIPU sports meet 2014 are :-
  - (i) 800 mtr Women - Silver medal
  - (ii) 5 km Women - Silver medal
  - (iii) 4x400 mtr relay race(Women) - Gold medal
  - (iv) 1500 mtr race (Women) - Silver medal
  - (v) 1500 mtr race (Women) - Bronze medal
  - (vi) 100 mtr race (Women) - Silver medal
  - (vii) 4x100 mtr relay race(Women) - Gold medal

### Students' Achievements In Cultural Activities (Session 2013-14)

#### Amity Youth Fest

Few students of AIE presented a skit and a group dance in Amity Institute of Education in AMITY Youth Festival on 7<sup>th</sup> Feb 2014. Army Institute of Education won the 2<sup>nd</sup> Position for their skit which was based on the importance of literacy.

#### AIMT Annual Function

Students of AIE participated in the annual function ALANKRITI organized by AIMT, Greater NOIDA on 4<sup>th</sup> Apr 2014 and won prizes in various events.

Sr. No.	University/Institute	Students Name	Activity	Position
1	AIMT, Greater NOIDA	Deepti, Renu, Jyoti, Sudha and Sameeksha	Rebranding	II <sup>nd</sup> Position
2	AIMT, Greater NOIDA	Aradhana Verma	Painting	II <sup>nd</sup> Position
3	AIMT, Greater NOIDA	Sheena Sangwan, Jyoti and Swati	Best out of Waste	II <sup>nd</sup> Position

### Students' Achievements in Cultural Activities (Session 2014-15)

#### Western Command Awes Youth Festival 2014

AIE won second position in the Inter Institute Cultural Competition in the Western Command AWES Youth Festival 2014 held on 10<sup>th</sup> and 11<sup>th</sup> Oct 2014 hosted by AIE Greater NOIDA.

#### GGSIPO Cultural Festival 'ANUGOONJ'

Students participated in the prelims of GGSIP University Cultural Fest 'Anu Goonj' held on 11<sup>th</sup> & 12<sup>th</sup> Feb 2015 in Ideal Institute of Management & Technology, Karkardooma, Delhi. Around 16 colleges participated in various events in this zone 3. AIE won position in the following competition and got qualified for the finals of 'Anugoonj 2015'

Sr. No.	University/Institute	Students Name	Activity	Position
1	GGSSIP University	Priyanka Singh and Renu	Rangoli Competition	I <sup>st</sup> Position
2	GGSSIP University	Versha Tomar	Creative Writing(Eng)	II <sup>nd</sup> Position
3	GGSSIP University	Vineeta Kumari and Group	Group Dance (Folk)	II <sup>nd</sup> Position
4	GGSSIP University	Samridhi and Group	Group Song Competition	II <sup>nd</sup> Position

**Students' Achievements in various Cultural Activities held in different Institutions are as under:**

Sr. No.	University/Institutes	Students Name	Activity	Position
1	AIMT Greater NOIDA	Jyoti Sharma	Solo Dance	Silver Medal
2	Guru Nanak College of Education	Renu	Candle Decoration	3 <sup>rd</sup> Position
3	Guru Nanak College of Education	Jyoti Jadli	Solo Dance Competition	3 <sup>rd</sup> Position
4	AIMT Greater NOIDA	Neeru & Group	Rebranding	1 <sup>st</sup> Position
5	AIMT Greater NOIDA	Swati Verma	Creative Writing (Hindi)	1 <sup>st</sup> Position
6	AIMT Greater NOIDA	Naindeep Kaur	Creative Writing (English)	1 <sup>st</sup> Position
7	AIMT Greater NOIDA	Nutan Pandey	Cartooning	1 <sup>st</sup> Position
8	AIMT Greater NOIDA	Vanshika	Best Manager	II <sup>nd</sup> Position
9	AIMT Greater NOIDA	Shivani	Face Painting	II <sup>nd</sup> Position
10	AIMT Greater NOIDA	Madhu & Group	Corporate Walk	II <sup>nd</sup> Position

**5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, the Institute magazine, and other material. List the major publications/materials brought out band by the students during the previous academic session.**

The Institute brings out a magazine title 'Vivaksa' and the newsletter 'Sanklan'. It is edited by the editorial committee of the student teachers and faculty. The students contribute poems articles, experience etc for the same. Students prepare wall magazines on current educational trends and issues. The students are encouraged to present their paper in National Seminars and Conferences. There are various clubs working under Teaching Learning Resource Centre where they prepare story folder, literacy primers, school directory, Scrap Books etc.

**5.3.4 Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.**

Yes, the Institute has various committees for Institute and hostel, in which student representatives are nominated through informal elections in the classroom. The list of committee is as follows

1. Discipline committee
2. Class representatives
3. House representatives
4. Literary committee
5. Cultural committee
6. Anti-ragging committee
7. Sports committee
8. Time table committee
9. Hospitality committee
10. Alumni committee
11. Hostel committee

As such all the activities in the Institute, both academic (like, organizing special lectures etc) and cultural activities are coordinated by the student teachers under the guidance of faculty members.

### 5.3.5 Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

Name of the Body	Responsibility
Hostel Food Committee	This committee is composed of hostellers for the hostellers. The committee decides the menu, looks into the quality of food, maintains liaison with the mess staff and keeps a record of the number of members dining in the mess so as to minimize food wastage.
Class Representatives Committee	Each class has a student representative who acts as a link between the faculty in charge and the students of the class. The class representatives also work in cooperation with the class supervisor for progress of the students.
House Representatives Committee	These representatives are chosen by the members of the House and this post is rotated among the students. The House representatives organize all the co-curricular activities planned in the academic calendar and ensures maximum participation of the house.
Literary Committee	The student editors of the Institute magazine and newsletter motivate the batch mates to contribute to the magazine. They do the initial typing and check the initial drafts of the magazine, before the faculty does the final editing. The faculty editorial team also writes special featured articles about the major events that have taken place in the Institute during the academic year.
Discipline Committee	The students of the Discipline Committee are selected by the Principal. They are active members in disciplinary issues in the Institute. They share their views and avail equal participation in decision making in the Institute.
Anti Ragging Committee	The students of the Anti ragging committee share the information regarding ragging in the Institute and act as a member to take the disciplinary action against the students. They keep active vigilance to avoid any incidence of ragging.
Hospitality Committee	The students represents proper arrangement of facilities in various activities inside and outside the Institute.
Decoration Committee	The students of Decoration Committee are responsible for information circulation, preparation, maintenance and evaluation of the performance of the students in accordance with faculty members.
Cultural Committee	The students of Cultural Committee collect information, prepare, and coordinate various cultural events, activities inside and outside of the Institute.

Time table Committee	The students are given opportunities to coordinate effective implementation of the time table of the Institute
Alumni Committee	Establishes the rapport between Institutional programmes with alumni so that they can coordinate with placement cell, Alumni progress and development of the students and organization of Alumni meet
Sports Committee	Ensure students' participation in various sports and games activities inside and outside the Institute.

**5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?**

Yes, the Institute has a mechanism to seek and use data and feedback from its graduates and from employers through feedback forms and interaction during orientation week and Alumni Meet. The graduates of the Institute provide feedback to the faculty as and when they interact with them. Also, every year we have a special session in our orientation program where in previous graduates discuss their experience of the year they spent in the Institute and what did they gain from it. These students also give the future graduates tips to ensure a memorable year in the Institute. This session is initially held in the presence of the faculty and towards the end of the session the faculty allows a heart-to-heart discussion among the students of the Institute (past and present) in its absence. This is also one of the strengths of our orientation program. Since many students are placed in Army Public Schools, which are run by the same management (AWES), so during formal and informal meetings we get feedback and it is incorporated in the system if required. For other employers we take feedback from the Principals of the school where the students are employed.

**5.4 Best Practices in Student Support and Progression**

**5.4.1 Give details of institutional best practices in Student Support and Progression?**

**Placement Cell** – Prepares students for International and National level teaching jobs through various modes like Skype Interview, Smart class Training, Intel Training programme, use of social networking sites etc, Interaction Sessions with the eminent Principals of reputed schools, Personality Development Programme,

visit to neighboring schools to observe their functioning and Mock Interviews.

**Hostel** – Institute, being residential, provides the platform for students to work together beyond academic hours which inculcate team spirit, sharing, enhancement of their teaching skills by peer tutoring, collaboration, cooperation, coping with stress and emotions, empathy, problem solving and decision making.

**Mentor Mentee System** – Students are provided guidance and counseling through mentor mentee system, since most of the students are hostellers their leave, out pass etc are sanctioned by their mentors to keep track of students activities. The individual attention and guidance given by mentors help them in building their strengths and overcoming their weaknesses.

**Registrar** – Besides the Principal and the faculty, the Institute has a Registrar who is a retired Army Officer to provide additional administrative support and smooth functioning of the Institution.

**( Refer Annexure 12 c)**

**Quality Checks** – Frequent Army officers' visit to the Institute helps students in sharing their views and feedback related to academics as well as non academic activities, which in turn provides support and progress to the Institute.

## Criterion VI: Governance and Leadership

### 6.1 Institutional Vision and Leadership

#### 6.1.1 What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

##### **Purpose**

The Army Institute of Education was established with the aim to provide pre service 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 Pragyam". These words show the continuum of knowledge and knowing. The purpose is to prepare reflective practitioners who are ICT skilled, with good teaching and communication abilities equipped with values.

##### **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.

##### **Values**

- To mentor such student teachers from the Army background who inculcate the feelings of patriotism and national pride in the future generations of the country.
- To provide an environment that is economically affordable yet quantitatively superior to train the future teachers.
- To embrace future teachers with latest technology and scientific temperament towards teaching by providing opportunities to explore and discover innovative teaching learning process.



- To inculcate in its students the values such as love, compassion, sympathy, honesty, discipline and tolerance etc. which, as future teachers, they will pass on to the future generation.

Vision and mission of the Institute are embedded in the heart of the student teachers and faculty through constant interaction and dialogue. Institute provide these vision, mission and values to the stake holders through Institute's Website, Prospectus, Magazine, Newsletter and displays on the Notice Board and walls of the campus.

**6.1.2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?**

Yes, the mission includes the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, teacher education institution's traditions and value orientations.

**6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BoG, etc.)**

Army Institute of Education, Greater Noida is governed by Army Welfare Education Society (AWES) which formulates quality policy and plan. The top management plays direct role in implementation of its quality policy and plans.

The top management consists of three tiers Command as follows:-

- (a) Board of Governors and its Executive Committee at Army Headquarters.
- (b). Board of Administration at Headquarters Western Command.
- (c) Institute Managing Committee

**(a) Board of Governors and its Executive Committee at Army Headquarters-**

Board of Governors is the Governing Body, which lays down policy guidelines for the management and functioning of the Institute. The board of governor with the help of executive committees formulates policies and plans as per the requirement of statutory bodies like UG, NCTE, NAAC etc. The Member Secretary of the board of Governors keeps written records of the proceedings of all meetings of the Board of Governors.

The functions of Board of Governors are to:

- (i) Formulate macro policies/new initiatives/Directions for the Institute.
- (ii) Strategic Management of Army Welfare Education Society.
- (iii) Guidelines on utilization of resources and funds.
- (iv) Decisions on issues projected by the Executive Committee etc.

The Executive committee assists the Board of Governors to carry out the day to day activities. It provides guidelines and policies on administration and inspections of the Institute. Board of Governors is the Governing Body, which lays down policy guidelines for the management and functioning of the Institute. The board of governor with the help of executive committees formulates policies and plans as per the requirement of statutory body like UGC, NCTE, NAAC etc. The Member Secretary of the board of Governors keeps written records of the proceedings of all meetings of the Board of Governors.

#### **(b) Board of Administration at Headquarters Command:**

The Board of Administration ensures that the guidelines laid down by the apex body, are adhered to meticulously for the efficient running of Institute in the Command. It also looks after the development of infrastructure, monitoring of Academic performance and placement of students, recruitment of staff, monitoring of finances and financial supports whenever necessary, scholarship policy etc.

#### **(c) Institute Managing Committee:**

With a view to afford maximum freedom to coordinate and for day to day running of the Institute Managing Committee has been formed for the smooth running of the Institute. The role of the Principal is to look after the academic administration, finance and welfare related issue as per guidelines by Army Welfare Education Society. Role of

faculty is to groom the students for their academic growth and personality development. The faculty acts as mentor and provides all supports to the student Faculty meetings are held every week for the discussion of academic and administrative issues. The minutes of meeting are forwarded to the Chairman for his suggestion and acknowledgement of Institute day-to-day activities.

The Composition of the Institute's Managing Committee is:

<b>Name</b>	<b>Appointment</b>	<b>Designation</b>
Maj Gen Abhay Krishna, AVSM, SM, VSM	COS, Delhi Area	Chairman AIE
Brig Alok Raj	BGS, Delhi Area	Member
Lt. Col P. K. Bali (Retd)	Director, AWES	Member
Col A. R. Chatterje	SO Edu (Colleges)	Member
Dr Saksham Singh	Principal, AIE	Member Secretary
Col YPS Wadhwa (Retd)	Registrar	Member
Dr. K. C. Sharma	Principal, Govt. PG The Institute, Noida	Nominee from Chaudhary. Charan. Singh.University (CCS), Meerut.
Faculty	Asst. Prof. AIE	Teacher Rep on Rotation Basis

The functions of Institute Managing Committee are under as:

- Overseeing the functioning of the Institute
- Financial Control.
- Providing Local administrative support.
- Constitute boards for purchase of stores and equipment and monitor utilization of funds on this account.
- Laying down additional duties and responsibilities of the Director/ Principal and other staff members as deemed fit.
- Laying down conditions of service of Institute staff based on directive of AWES.
- To consider and approve the annual budget of the Institute as presented by the Principal including conduct of annual audit.
- Arranging medical, canteen, banking and other services to the students.
- Projecting policy matters to the Executive Committee through Board of Administration for Approval and Final decision.
- Deciding about any other matter connected with the Institute.
- Nominate a Chartered Accountant or Auditor and ensure that Institute's accounts are audited by them every year.

**6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

Institutes Managing Committee meetings are on quarterly basis whereas staff meetings are held every week. These are communicated via staff meetings and minutes of the meetings after quarterly meeting of the management committee for the IMC. Before the commencement of the session duties are allocated among faculty members and progress of the task is ensured during weekly staff meetings chaired by the Principal and are communicated through verbal instructions, e-mail, SMS and circular register.

**6.1.5 How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?**

The Principal, the Registrar and the Teacher Representative present as constituent members of the managing committee ensure that feedback on all activities is available to the management through quarterly Institute Managing Committee (IMC) to review headed by Chairman.

**6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**

Class representatives, mentor-mentee meetings, guidance and counseling cell, teacher-in-charges, feedback from student teachers and faculty and provision of suggestion box help the Principal in identifying the barriers. Barriers thus identified are conveyed to the Principal and forwarded to management if required. Action is taken depending upon the nature of the barrier. Time to time visits by Army dignitaries also help the Institute in addressing the barriers in achieving the vision, mission and goals.

**6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

There are various committees in the Institutes. For the smooth functioning of these committees one faculty member is appointed as Presiding officer and two members from teaching/nonteaching staff. In this way faculty is effectively involved in the smooth functioning of the Institute.

**(Refer Annexure 14)**

**6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**

Principal being head of the institute undertakes academic, administrative, finance and welfare responsibilities. The leadership roles of the head of the Institute in governance and management of the curriculum and administration have been given in detail in the blue book.

**(Refer Annexure 12b)**

## 6.2 Organizational Arrangements

**6.2.1 List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

### List of committees for the Session - 2014-15

Sr. No.	COMMITTEE	CONVENOR/ Presiding Officer
1	Institute Management Committee	Chairman
2	Academic Advisory Committee	Principal
3	Purchase Committee	Registrar
4	Academic Committee	Principal
5	Discipline committee	Dr. Sarita Verma , Dr Sumanta Kumar Panda
6	Anti Ragging Committee	Mrs Pratibha Garg, Mrs Meera Maurya
7	Grievances & Redressal Cell	Mrs Ruchi Saxena
8	Sexual Harassment Committee	Mrs Ruchi Saxena, Mrs.Pratibha Garg
9	CWAT/Admission Committee	Dr Sumanta Kumar Panda
10	Examination Committee	Mr Jai Kumar
11	Teaching Practice Committee	Dr Sumanta Kumar Panda
12	Seminars & Symposia Committee	Dr Sumanta Kumar Panda
13	Research & Development Committee	Dr Sarita Verma
14	Publication Committee	Mrs Pratibha Garg/Mr.Jai Kumar
15	Placement Cell	Mr Jai Kumar
16	Student Activities/Cultural Program Committee	Mrs Pratibha Garg
17	Hostel Committee	Mrs Pratibha Garg
18	Extension / Community work Committee	Mrs Pratibha Garg
19	Library Committee	Dr Sumanta Kumar Panda
20	Alumni Association Committee	Mrs Ruchi Saxena
21	Sports Committee	Mr. Jai Kumar
22	Excursion/Field Trip Committee	Dr Sumanta Kumar Panda
23	Faculty Development Committee	Dr Saksham Singh
24	Guidance and Counselling Cell	Dr Saksham Singh
25	Teaching Learning Resource Centre Committee	Mrs Ruchi Saxena, Dr Babita Bhardwaj
26	Morning Assembly	Ms. Meera Maurya

These committees have regular monthly meetings and discussions. The details of the meetings are available as minutes of the staff meetings with the Principal's office.

Some of the decisions made by the above mentioned committees are as follows.

- Organising guest lectures, faculty development programmes and national seminars
- Publishing research journal, newsletter and college magazine.
- Students' participation in cultural, sports activities and extension services.
- Enriching Library with valuable books.
- Establishing linkages with national and international organizations.
- Completion of first phase of renovation work of institutes building and second phase of renovation is in pipe line.

#### **6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.**

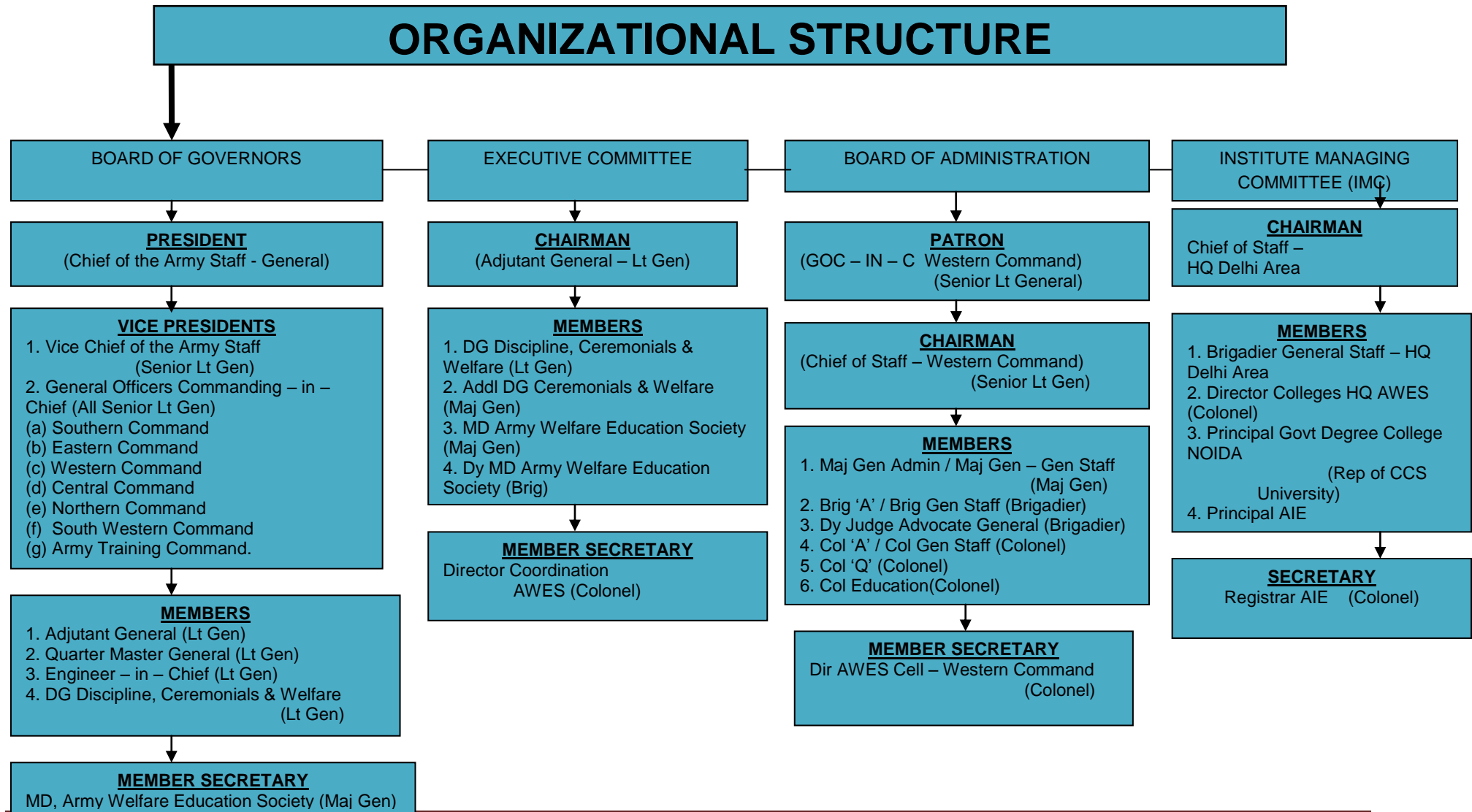
A three tier command and control system of the institution is as under:

- (i) Board of Governors and its Executive Committee at Army Headquarters.
- (ii) Board of Administration at Headquarters Western Command
- (iii) Institute Management Committee

The decisions are taken at various levels, the hierarchy for the same is as follows:

- i. Patron-in-Chief ( GOC-in-C, Western Command)  
,Chandimandir
- ii. Patron ( GOC, Headquarter's Delhi Area)
- iii. Chairman ( COS Headquarter's Delhi Area)
- iv. Principal
- v. Registrar
- vi. Faculty Members
- vii. Official Staff

For details of the various academic and administrative bodies, kindly refer **Annexure 12a**





**6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.**

All the administrative and academic functions of the Institute are performed by the faculty and staff committees formed for the specific tasks. These committees function under the guidance and supervision of the Principal and the Registrar. Students are also members of many such committees. This enables them to learn the management of task on ground. The practice also ensures the discipline sense of responsibility and accountability among the students, staff and faculty members. The administrative task is handled by the Registrar with the team and academic work is monitored by the Principal with the help of faculty members. For all administrative activities boards are initiated through as per Army Welfare Education Society regulations, quotations are invited through proper channel and proper board proceedings are recorded before any final decision is taken.

**6.2.4 How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?**

The Principal attends the Director/Principals Conferences held every year organized by Army Welfare Education Society, which is perfect collaboration among all Army Institutes. The Principals of the various schools are invited in the Institutes for discussing various issues related to school teaching. Institute's Principal and faculty also visit schools and other organizations which help them to know about the developments in different sections of education.

**6.2.5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

Yes, the Institute uses the data obtained from feedback to bring in performance improvement. Extended computer lab timings and library timings are as a result of feedback from the students. Feedback taken from stake holders are compiled and then analyzed by the Principal. In case of positive feedback faculty's achievements are appreciated and in case of negative feedback faculty is suggested to take measures to improve upon those points.

**6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).**

For any event/activity organized in the Institute, a committee is constituted in which the Principal, the Registrar, the faculty and the students share their responsibilities collectively or individually in various capacities for the maximum output, As a member of the committee faculty gets an opportunity to use and implement their ideas for successful implementation of the task assigned to them. For teaching papers, freedom is given to the faculty to select subjects as per their specialization and choice. During classroom teaching also innovative practices can be applied with prior discussion with the Principal. Use of concept maps for evaluation and info graphics are few examples. After attending any seminar, conference or workshop faculty share their views with other faculty members through different means such as Google group, WhatsApp group, AIE annual journal, Institute's magazine, Institute's news letter. Periodical meetings are organized in order to establish a conducive rapport among the faculties. Experts are intimated to suggest measures for the improvement of the faculty.

**6.3 Strategy Development and Deployment**

**6.3.1 Has the institution MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?**

Yes, the Institute has MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution

The Institute has a data centre to collect information on students profile, attendance, academic performance, result analysis, faculty and staff profiles and the information related to the Institute is updated on our website so that parents and students can access it.

**6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

The allocations are made on the basis of past experience, duly felt needs (personal and emerging) proposals and suggestions received from different functionaries and committees in relation to curricular

requirement. Necessary help and resources are sought from the management.

**6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?**

Institute gets requirement based grant from parent organization AWES, the interest from those grants and fees collected from the students helps us support and implement the goals planned for the Institution.

**6.3.4 Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?**

As mentioned earlier, faculty meetings before the commencement of the academic year help develop the academic plan, which then is translated into an academic calendar. Practice teaching school teachers are consulted when the teaching practice faculty in-charge visit the schools before the commencement of the teaching practice program. The suggestions are then revised and implemented in the session itself.

**6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?**

Once an employee joins the Institute, it is assured that he/she has gone through the Blue Book so that he/she gets to know about rules and regulations/objectives of the job. As mentioned earlier, faculty meetings and the Blue Book help employee contribution be known for the functioning of the Institution. Regular meetings of the administrative staff also ensure that they are clear about their expectations and responsibilities.

**6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?**

This process is a yearly assessment that both the Principal and Staff undertake after the completion of the academic session and before the beginning of the next academic session.

**6.3.7 How does the institution plan and deploy the new technology?**

The requirement for new technology/items is projected to Principal by faculty/staff members for sanction, after sanction following procedures are adopted for purchase of items.

- Purchase of items costing below Rs.10,000/- may be made without inviting quotations.
- Items costing above Rs.10,000/- are always purchased by inviting quotations by the purchase committee.
- A purchase committee comprised of three members is detailed by the Principal for three months.
- For purchase beyond Rs. 25,000/- the quotations are opened by a board of officers detailed by the Chairman
- Items purchased are taken into ledger charge and then sent to the concerned Lab/ place of requirement.

## **6.4 Human Resource Management**

### **6.4.1 How do you identify the faculty development needs and career progression of the staff?**

The faculty development needs and career progression of the staff are identified through Self Appraisal Report of the individual staff members, students' feedback report and expert's feedback are studied carefully by the Principal and the staff council which arrange faculty development programme for the benefit of staff members.

### **6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

On the basis of feedback obtained from the students individually, faculty and peers strengths and weaknesses of respective faculty members are identified and general suggestions are discussed during staff meetings and personal feedback is conveyed individually by the Principal.

Annual Performance Appraisal is also taken from the non teaching staff and feedback and suggestions are discussed individually by the Principal and the Registrar.

**6.4.3 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**

The AWES has made provisions for gratuity for its teaching staff who have served for more than 03 years without a break in service. For the staff, the faculty and the students the AWES have introduced the Vidhyarthi Suraksha Kawach where insurance up to one lakh is provided. Accommodation is provided to the faculty as well as staff in the campus.

**6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

The Institute organized Value Integrated Teaching and Learning (VITAL) on 19<sup>th</sup> and 20<sup>th</sup> August 2014, Open Educational Resources Programme on 6<sup>th</sup> September 2014 and orientation to E-Library on 2<sup>nd</sup> February 2015 and Smart Class Training Programme on 4<sup>th</sup> November 2015 for skill up-gradation and training of the teaching and non-teaching staff.

**6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc. )?**

Recruitment of the faculty & staff is done as per NCTE norms. The vacant posts are advertised in both National and regional newspapers as well as uploaded on Institute's website so as to give proper publicity. Selection committee is constituted which forms a panel of candidates after receiving applications. The list of candidates is forwarded to the Head Quarter and after Chairman's approval interviews are conducted.

For appointment of non teaching staff, selection committee scrutinizes the list of candidates who fulfill the desired qualification. After the approval from the chairman interviews are conducted by the panel.

**6.4.6 What are the criteria for employing part-time/Adhoc faculty? How are the part time/Adhoc faculties different from the regular faculty? (E.g. salary structure, workload, specializations).**

Adhoc faculty in the Institute is employed if the vacancy arises in the mid of academic session. These vacancies would be on contract for a period of leave of permanent incumbent/appointment of permanent incumbent or till the end of academic session.

Part time faculty is appointed after obtaining the approval of the IMC. The actual amount of remuneration bears a relationship to the time devoted by the person appointed. Part time faculty is not involved in regular academic activities.

**6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations)?**

In order to support and ensure professional development of faculty a SOP is followed. There is annual budget allocation of Rs. 50,000 (more is made available as and when required) that is used to sponsor candidate for conferences and seminars. All faculty members are given official permission to participate in the various seminars, conferences and workshops even if they are not sponsored candidates from the Institute. Extreme care is taken by both the Principal and more importantly by the faculty that the students and the Institute do not suffer on account of these activities. Educational visits to the reputed government educational organizations also provide faculty opportunities to the faculty interact with the experts.

**(Refer Annexure 6)**

**6.4.8 What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).**

Air conditioned staffroom with basic facilities such as storage, fully functional computers with unlimited internet/ Wi-Fi access and printer, well equipped library with e-resources is provided to faculty to carry out their work effectively. Sports facilities available in the Institute are also utilized by faculty for their recreation

**6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

The Website, Blue Book, SOPs, Info Brochure, Prospectus, Newsletter, Students' Handbook and various Academic & Non - academic Reports are the major sources to seek information by the stakeholders.

Meetings with the management, IMC, Suggestion Box, Grievances & Redressal Cell and Sexual Harassment Cell are the mechanisms to bring forth problems or suggestions to improve the quality of the Institute.

Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Institute's workload policy is grounded in the principles of equity and judiciousness. It assigns workload by taking into considerations the capability, potentiality, interest of individual faculty member with reference to functional needs of the Institute. In this democratic approach is practiced. Each member bears and shares the workload according to their choices. Responsibilities are also changed so that each one may acquire grounding in all activities.

**6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

In order to encourage faculty to engage in a wide range of professional and administrative activities different committees are constituted in the beginning of the session. Faculty is supposed to shoulder well defined responsibilities as stated in various committees.

Faculty is encouraged to organize and participate in the national and international seminars, workshops, conferences and faculty development programs. In order to motivate the faculty registration amount for the same is sanctioned by the institute.

For the equal distribution of the workload, rotation wise duties are allotted for curricular, co-curricular and administrative work.

**6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

Yes, the Institute has a mechanism to reward and motivate staff members. Based on the feedback from the students and any achievement by the staff members, verbal appreciation or written appreciation is given to them.

**6.5 Financial Management and Resource Mobilization**

**6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.**

No, the revenue and income of the Institute is generated from fees collected from students, AWES grants and interest on FDs.

**6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years?**

Books are received in the form of donations.

**6.5.3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

Deficit in budget of day to day expenses is met by interest earned on (FDs, credit balance, Corpus Fund and Technical Grant) as well as grant allotted by HQ AWES from time to time.

**6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit).**

Details of budget allocation/expenditure for last five years are given below. If the deficit occurred, the same has been adjusted by allotment of additional grant by HQ AWES.



Nature of grant	2010-11		2011-12		2012-13		2013-14		2014-15	
	Allocation	Expdr	Allocation	Expdr	Allocation	Expdr	Allocation	Expdr	Allocation	Expdr
Institute Account	53,86,867	66,62,408	64,69,319	59,10,843	64,45,395	40,94,514	56,48,163	54,34,446	1,01,13,737	1,10,62,747
Tech grant	20,50,000	11,50,000	8,00,000	96,000	32,00,000	2,00,000	35,50,000	22,60,801	1,00,000	39,25,975

**(Refer Annexure 6)**

**6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).**

Yes, the institute has internal and external quarterly audit mechanism in place. The internal audit is done annually headed by an officer of a rank of Colonel. External audit is done by university team comprises of two members.

**6.5.6 Has the institution computerized its finance management systems? If yes, give details.**

The Tally Software is used for financial management system.

**6.6 Best Practices in Governance and Leadership**

**6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?**

The quarterly Institute Management Committee meetings, is one of the significant best practices in Governance and Leadership carried out by this Institute  
Funds are released and granted as per the need of the Institute.

## Criterion VII: Innovative Practices

### 7.1 Internal Quality Assurance System

#### 7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

- Army Welfare Education Society (AWES) is the apex body of the Institute which regulates and monitors the functioning of the Institute. Internal quality checks are part and parcel of our functioning. Annually one book inspection (administrative records) and one administrative and technical inspection are held in the Institute by Army personnel of Major General Rank. Visits by Army Dignitaries, surprise check of accounts as well as annual stock taking board by an Army officer of Colonel/Major rank detailed by HQ Delhi Area are some of the major traits which ensure the quality assurance of the Institute.
- There are proper SOPs (Standing Operating Procedure) of various activities for the smooth functioning of the Institute, which ensures the sustainability and quality of the Institute.
- Various boards are constituted to purchase or auction of anything in the Institute. The board is comprised of three Board of Officers (BoO). The presiding officer is any one of the faculty member while from the two members, one is from teaching and the other is from teaching / non-teaching staff. For purchase of major items quotations from at least three parties are invited and the lowest quotation is generally accepted by the board of officers.
- Although the Institute has adopted quality management strategies in all academic and administrative aspects, still the Institute is establishing an Internal Quality Assurance Cell (IQAC) as per NAAC guidelines, from the year 2015.

#### 7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Institution undertakes various strategies to evaluate the achievement of goals and objectives. For the development of the quality of the Institute, regular evaluation and spontaneous feedbacks are done.

- The meeting of Institute Managing Committee, Directors/ Principal's Conference, Academic Advisory Committee, Book Inspection and an Administrative and Technical inspection is also conducted annually in the Institute.
- Senior Army Dignitaries visit the Institute time to time and interact with the students directly, to take the first hand feedback about the functioning of the Institute.

Some other measures to evaluate the achievement of goals and objectives are as follows:-

- Student teacher's Achievement records.
- Self-appraisal by faculty members.
- Annual Confidential Report (ACR) of all the members of the Institute.
- Feedback and grievances collected formally and informally from students, parents, faculty members and administrative staff.
- Feedback given by the Principal/Staff/ Co-ordinator of the School (SEP).
- Suggestions given by various educationists of National and International repute. This has also helped the Institute to evaluate its goals and objectives.

### **7.1.3 How does the institution ensure the quality of its academic programmes?**

To ensure the quality of its academic programme the Institute has the following measures:

- (i) Modifying course plan and teaching strategies.
- (ii) Flexible academic plan.
- (iii) Academic performance students.
- (iv) Content delivery through power point presentations.
- (v) Continuous assessment evaluation system.
- (vi) Organizing expert talks and guest lectures.
- (vii) Indulging faculty members in all spheres of decision making.
- (viii) Emphasis on regularity, discipline and uniformity.
- (ix) Various awareness programmes are conducted.
- (x) Faculty monitors performance of students in internal examinations and takes steps to ensure high performance during annual examinations.
- (xi) Monitors attendance of students and also keeps the students informed on monthly basis. This helps the students in not absenting from classes beyond a permissible period laid down by university due to unavoidable reasons.

- (xii) The Institute arranges the latest technology to provide good experience to students.

#### **7.1.4 How does the institution ensure the quality of its administration and financial management processes?**

The Principal of the Institute observes the working of the administrative staff rather meticulously.

The following practices are in-built into the system to ensure the quality of its administrative and financial management processes.

- Transparency in the matters related to finance and administration.
- Internal audit system
- Annual auditing
- All financial books like cash books, ledgers are written and maintained properly and balance sheet is prepared every year.
- Suggestion box is kept in the Institute for any kind of suggestions.
- The Institute Management also gives surprise visit to improve the quality of administrative and financial management.
- Regular IMC meets coupled with an annual Administrative Inspection by an officer of the rank of Major General of the Indian Army also ensures the quality of administration and financial management processes.
- The registrar maintains daily and direct check on the working of the non-teaching staff
- In addition to this, the Principal gets feedback from the faculty members and employees.

#### **7.1.5 How does the institution identify and share good practices with various constituents of the institution.**

As the Institute is run by AWES, it enjoys the democratic ethos in respect of its various constituents. The Institute has established good rapport with other units of AWES by interacting with their staff and exchanging ideas.

There is a Faculty Development and Resource Centre which is a part of AWES. This is the place where the Principals and teachers of various Army Public schools meet, so there, the Institute shares its latest practices with them.

Frequent mutual interaction of teaching and non-teaching staff with students, facilitates the identification of the good practices in the Institute.

The Institute website also highlights the Institute's best practices with students, alumni and various stake holders.

There is an Annual Adjutant General's Conference (Director/Principal's annual conference) where all the heads of the Institutes participate. It is here that the good practices of the Institute are shared with the other Institutes of AWES.

The good practices of the Institute are also shared through the Institute's biannual News Letter "SANKALAN" and the annual Journal "EDUSPECTRA" (AIE Interdisciplinary Journal of Research & Education).

## **7.2 Inclusive Practices**

### **7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school Curriculum?**

Through routine classroom teaching, panel discussions and group discussions the Institution sensitizes its teachers to the issues of inclusion. Students also learn about the National Policies etc in their curriculum. Besides this student's participation in community service e.g. visit to jail, adoption of village and linkage of NGO's also sensitize teachers to the issue of inclusion. Faculty members are encouraged to participate in the seminar/ workshop/ FDPs, major impact of this is that one of the faculty member has published her contribution in the form of book on 'Inclusive Education'.

### **7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?**

Inclusive education is a part of the academic curriculum, in the I semester the core paper(Code-103) 'Psychology of the Learner and the Teaching Learning Process' and in the second semester the core paper(Code-104) 'Policy Framework & Issues in Education' deals with "Inclusive education".

Various activities like presentations in the morning assembly, visits to ASHA and Special Schools offering inclusive education, social awareness programmes through Nukkad Nataks, talks presented by the students sensitized them for unbiased attitude, adjustment ability and development of various values.

**( Refer Annexure 3)**

### **7.2.3 Details on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.**

In our Institute various measures are taken to make the learning environment conducive to social interaction, active engagement in learning and self-motivation. No bias prevails and each student is given equal opportunity irrespective of their father's rank in Indian Army.

An academic calendar is prepared which provides a comprehensive view about the various activities envisioned in the curriculum. To cater to the cause of positive social interaction, active engagement in learning and self-motivation various activities are conducted throughout the session, some of them are –

- Practicing Yoga and meditation
- Personality development sessions
- Club activities
- Educational tours, heritage walks and field visits
- Seminars and workshops
- Extension activities
- Observation of National days
- Foundation day celebration
- Celebration of festivals
- Tree Plantation during Van Mahotsava;

#### **Cultural activities include:**

- Organizing the culture of different states of India
- Blackboard Writing Competition;
- Dumb Charades;
- Debate Competition;
- Display Boards;
- Best out of Waste Competition;
- Creative Writing; Poster Making Competition;
- World AIDS Day;
- Nukkad Natak Competition;
- Healthy food awareness week (Salad Competition, Food Decoration);
- Rangoli Competition;
- Flower Arrangements;
- Educational Gathering;
- Folk Song Competition;
- Solo Singing Competition etc.

**7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

As mentioned earlier, the students in the Institute themselves come from diverse backgrounds and hence they have a fairly decent idea about the problems faced. Apart from that student teachers imbibe a lot from what they see in the Institute's activities and environment.

**7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?**

Institution will provide following special facilities to the physically challenged and differently abled students, if enrolled any:

- (i) Provide personal counseling to motivate their confidence and self-esteem and boost up their moral values.
- (ii) Special care and academic guidance are provided so that they can get aloof from the inferiority complex and improves positive attitude towards learning.
- (iii) Classes are arranged on the ground floor for the convenience of the physically challenged learners.
- (iv) Facility of ramp in the Institute.
- (v) Wheelchair is also provided.
- (vi) Headphones in the computer lab.
- (vii) Seating arrangements and other comforts are provided as per as their need.

**7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?**

The Institute has a sexual harassment cell/ grievance cell in place, wherein there are two faculty members and students who look into general problems faced by women students.

Institute arranges guest lectures on such issues like-women empowerment, sexual harassment at workplace etc.

The CCTV cameras are placed near computer lab to avoid any such kind of incident. Besides this the instructions are given to the students that minimum five girls should be present at the time of working in computer lab to handle gender sensitive issues. There is facility of separate Girls common room in the Institute. Separate toilets have been provided on each floor of the campus.

So far we have not faced any problem that has been brought up by this cell; as the entire faculty and staff along with the Hostel Warden interact with the students at different levels.

The faculty residing in the campus also time to time visits the hostel and handle and respond immediately to such issues if there is any.

### **7.3 Stakeholder Relationships**

#### **7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**

The management is apprised of the academic and administrative performance of the Institute via the IMC meetings as discussed in Criterion 6. During the counseling sessions that are held at the beginning of the session, the parents and guardians of the students are given all necessary information regarding the Institute. Also the Institute's website and magazine augment this information. Information regarding academic achievements is displayed on the notice board. The Institute results of the university final examinations are put on the notice board and every student is informed individually. The management and its members are duly informed of the results of the Institute.

Advertisements are made publically about course structure and course fee. The provisions to access information on organizational performance include the social networking sites, the Institute's newsletter, interaction with parents, neighboring schools, Principals and society. The Institute has made a column in the Institute annual magazine, for the feedback of the parents of the students. Complimentary copies of the annual magazine, newsletters, journals are also sent to the stakeholders.

#### **7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

The above mentioned mechanism is in place that helps to share and use the information on the success and failures of various processes to bring in qualitative improvement in the Institute. The following mechanisms are employed to share and use the information for bringing qualitative improvement:

- Feedback of students.
- Keeping an active association with the alumni.



- Criticisms and suggestions of stakeholders.
- IMC meetings.
- Weekly and monthly reports of the Institute.
- Staff meetings.
- Grievance & redressal cell
- Suggestion box.

**7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

As mentioned earlier, feedback is taken through a questionnaire that the student teacher fills in anonymously. The institute encourages true academic feedback. Collected data is shared with the faculty, discussed, properly analyzed and then adequate measures are taken for rapid quality development to bring in further improvement in the working of the institute. A complaint and suggestion register has been kept in the hostel also to know the requirements and suggestions of the students. This feedback mechanism has been very useful in helping the institute reach its present state of excellence.

**( Refer Annexure 5a, 5b, 9a, 9b )**

## EXECUTIVE SUMMARY

Army Institute of Education (AIE) was established in Aug 2003 with the aim of providing pre-service teacher education training to the widows, wards and wives of Army personnel. The Institute functions under the aegis of Army Welfare Education Society (AWES) which is managing 246 pre-primary schools, 133 schools and 12 professional Institutes situated across the country. The Institute is recognized by NCTE for an annual intake of 100 seats and is affiliated to Guru Gobind Singh Indraprastha University. Institute received recognized under UGC act of 2f and also ISO certification 9001:2008. The Institute is managed by the Chief of Staff, a serving officer, H.Q. Delhi Area, who is the chairman of the Institute and under his guidance the Institute has excelled in academics as well as non-academics field and has carved a niche for itself in the field of 'Teacher Education'. After successfully running for almost 10 years in a temporary accommodation at Delhi Cantonment, the Institute re-located to its permanent campus in Greater NOIDA in July 2013.

Having a lush green campus spread over nearly 2.92 acres of land in a prime location of the city, Army Institute of Education provides an ideal environment to the aspiring student teachers for their holistic development. AIE has aesthetically designed academic and administrative block with air conditioned, technological equipped elevated classrooms, modernized labs, spacious library, cafeteria, separate gym for boys & girls, medical inspection room, seminar hall, conference hall, auditorium with seating capacity of 600 people, amphitheatre, separate hostel for boys and girls, guest house for parents, residential complex, basketball court with synthetic flooring, volleyball court, badminton court, Football ground and snooker table etc.

The Institute maintains a good academic standard by highly qualified, dedicated, experienced and enthusiastic faculty to nurture young, dynamic and versatile future teachers who will act as catalyst to shape the destiny of India. To prepare intellectually competent, socially concerned, morally upright and technically inclined teachers and to empower them through continuum of knowledge and wisdom, a plethora of activities are provided. AIE is guided by policy guidelines by AWES and proper Standard Operating Procedures are part and parcel of the Institute to maintain the quality educational standards.

Practice Teaching Schools – AIE has a good network with various renowned & reputed Government Schools, Army Public School, Private Schools of New Delhi, and Greater NOIDA. During SEP the student teachers are expected to play role as teachers in the school and they work along with school teachers and supervision of their supervisors. They also take part in organising and participating in each and every activity of the school to be a part of school routine.

## **Strengths**

- State of the art infrastructure
- Robust management
- Residential Program
- Students having been drawn from the Army fraternity having exposure of studying in number of schools across the country, resulting in better adaptability and have inbuilt qualities of confidence, perseverance, empathy, discipline, focus on physical fitness, resourcefulness etc.
- Institute conducts its own comprehensive Combined Written Admission Test (CWAT)
- Dedicated faculty with accommodation on campus
- National and international placements
- Proper internal quality checks in form of various inspections

## **Weakness**

- Research projects
- Consultancy
- Transport
- Due to structured and defined procedures, sometime delay in timely approval.
- Only one program
- Online system of evaluation

## **Opportunities**

- Research projects being offered
- Networking with schools
- MoU with International University
- Job prospects in Army schools
- Growing field of education across the country.

## **Challenges**

- Faculty research and projects
- Financial sustainability
- 100% placement.
- Facility for physically challenged
- Introducing composite courses.

## Value Framework for Assessment of Higher Education Institution and Suggested Parameters

Values/Goals	Suggested Parameters/Activities
1. Development of Self Confidence	<ul style="list-style-type: none"> <li>- Individual attention by mentors.</li> <li>- 100% participation of student in some or the other activity is assured.</li> <li>- Adequate feedback &amp; reinforcement is provided.</li> </ul>
2. Overall Personality Development	<ul style="list-style-type: none"> <li>- Have different Houses and clubs and in all the activities &amp; competitions the groups are rotated to encourage maximum participation.</li> <li>- Exposure to each student in all most all the activities.</li> <li>- As the Institute is residential the sense of mutual sharing &amp; adjustment develops.</li> <li>- Academic excellence has been given paramount importance. A student has got international placement.</li> <li>- Equal &amp; fair opportunity to each student for his/her personal growth &amp; development.</li> </ul>
3. Development of good Communication Skills	<ul style="list-style-type: none"> <li>- Morning Assembly provides a good platform to each student.</li> <li>- Individual Presentations related to all the theory papers.</li> <li>- Paper presentations by the student teachers in seminars &amp; conferences.</li> <li>- Panel discussions and classroom interactions.</li> </ul>
4. Development of Learning by doing skill	<ul style="list-style-type: none"> <li>- Herbal Garden project</li> <li>- Flower decoration competitions</li> <li>- Best out of Waste Competitions</li> <li>- On the spot Rangoli competitions.</li> <li>- Display board decoration competitions based on theme provided.</li> <li>- Black Board writing competition.</li> <li>- Nukkad Natak competitions based on the current social issues.</li> </ul>
5. Contribution to National Development	<ul style="list-style-type: none"> <li>- Equal opportunity to every individual</li> <li>- Developmental thrust in identification of research areas and academic programmes.</li> <li>- Community engagement.</li> <li>- Adoption of Village.</li> <li>- Visit to jail to meet the inmates.</li> </ul>

6. Fostering Global Competencies among Students	<ul style="list-style-type: none"> <li>- Development of generic skills. -</li> <li>Development of application skills. -</li> <li>Development of life skills.</li> </ul>
7. Inculcating Value System in Students	<ul style="list-style-type: none"> <li>- Value integration in academic programmes.</li> <li>- Value integration in management practices.</li> <li>- Value inculcation through co-curricular and extra-curricular activities.</li> </ul>
8. Promoting the Use of Technology	<ul style="list-style-type: none"> <li>- For enrichment of learning.</li> <li>- For increasing the access-online programmes.</li> <li>- For system management.</li> </ul>
9. Quest for Excellence	<ul style="list-style-type: none"> <li>- Development of benchmarks of excellence.</li> <li>- Best Practices application.</li> <li>- Institutionalization of continuous improvement systems.</li> </ul>
10. Spiritual bend of mind for betterment of the Human behavior	<ul style="list-style-type: none"> <li>- Meditation practice.</li> <li>- Values from other's point of view.</li> </ul>
11. Social adaptation	<ul style="list-style-type: none"> <li>- Games &amp; sports activities.</li> <li>- Display Board competitions.</li> <li>- Picnics &amp; Excursion.</li> </ul>
12. Developing sense of responsibility	<ul style="list-style-type: none"> <li>- Students are made responsible for the organizational planning and conduct of every event like morning assembly etc.</li> <li>- Being the residential complex students hold various other responsibilities like mess in charge etc.</li> </ul>
13. Decision Making	<ul style="list-style-type: none"> <li>- Correct &amp; timely decision making.</li> <li>- Perceiving difficulty &amp; problem realization.</li> <li>- Be realistic in approach.</li> <li>- on the spot competitions.</li> </ul>
14. Developing Patience and perseverance and understanding	<ul style="list-style-type: none"> <li>- Religious functions &amp; common gathering are organized.</li> <li>- Community services.</li> <li>- Blood Donation Camp.</li> <li>- During their stay in Hostel these skills are developed.</li> </ul>
15. Developing Cooperation, Sympathy, Team spirit, empathy, Self Control, Sacrifice.	<ul style="list-style-type: none"> <li>- Through participation in various co-curricular activities students develop these life skills.</li> </ul>

# Record of the “Best Practices”

## Best Practice I

### **Title of the Practice: Teaching Learning Resources Centre**

#### **The context that required initiation of the Practice**

The students of Army Institute of Education Greater Noida, at various levels were in the process of developing material that could be reused and recycled to enhance the teaching learning process in the classroom. We at the Institute strongly felt that if the faculty were able to give proper guidance to these students while they are developing learning material. The students would be able to augment their skills for their professional life. Secondly, once these material reach the accepted standard of proficiency could be used to be distributed at a nominal cost to various Army Schools and Army Public Schools of Army Welfare Education Society.

#### **Objectives of the Practice**

The objectives of the practice are :

1. To equip student teachers with the skill-sets that would enable them to integrate into the existing school system with care.
2. To provide a scaffold to the student teachers of AIE wherein they are guided develop learning material.
3. To foster creativity in student teachers while developing learning material and to make the teaching learning process more effective.

#### **The Practice**

Presented below is general framework of how this practice is followed in the institute:

After the Orientation week, the faculty introduce the various aspects of Learning Material and also the idea behind developing the teaching learning resource centre. The student teachers are explained that a learning material is anything that augments the learning process and hence strengthens the teaching learning process. They are then asked to identify as many learning material that they could think of and research on Internet. Once this brief orientation is over, the faculty divides the student teachers into various clubs (Literary club, Nature club, Art & Craft club, Research & Development club & Innovative club) and discuss various projects planned for them for the entire year. These projects are conceptualized

during the faculty meetings before the commencement of the session, and under the guidance of the faculty they begin the work.

Various material they have developed under the teaching learning resources centre are:-

**Literary Club-** The main purpose of this club is to develop teaching learning material related to the need and requirement of present day schools. Students worked upon preparation of question bank, assignments, Ppt presentations, resume, book review, story-poem folders, Literacy primers, Scrap books, Magazines, Modules.

**Eco Club (Nature)-** The objective of this club is to plan and organise activities related to environmental awareness with focus on development of science and technology. Activities under Nature clubs are development of Herbal Garden, organization of awareness camp, rallies, observance of special days, tobacco free environment, sensitization drives, etc.

**Art & Craft Club-** The purpose of this club is to enhance creativity and finer motor skill by organizing activities and motivating them to use imagination and original ideas especially in the production of the artistic work. Maintenance of charts & models, beautification of academic block & hostel, compilation of photographs, maintenance of Bulletin Boards, rangoli making, mehndi art etc are some of the activities organized under art and craft club.

**Research and Development –** To make student teachers systematically investigate and to study the sources available in order to explore and develop new conclusions, students undertake various studies. Work done under this head are preparation of scrapbook on articles related to current educational issues, research on Educational Governing bodies like UGC, NCTE, NCERT, ISSR, CIET, NUEPA etc. preparation of Student Profile, compilation of School Directory ( Each house selects any 2 cities and intimate it to other houses), preparation of Concept maps, rubrics, mind maps.

**Innovative Club-** is established to provide a platform where student teachers develop new ideas; original and creative thinking. Major activities covered under this are Think & Write, literacy primers, innovative teaching strategies, children magazines, preparation of alternative text materials etc

### **Obstacles faced if any and strategies adopted to overcome them**

The major obstacle the faculty has faced is to motivate the student teachers. Experience has shown that many of them are already very well equipped with skill sets and hence are already motivated enough, but few of them are pursuing this

course as a stop gap arrangement. They are the ones who are the toughest to handle and convince. Faculty motivated such students by giving them examples of last year students and showing them the best work of previous batches and they themselves involved in preparing such materials.

### **Impact of the Practice**

The impact of the practice has been visible while students have started taking classes during their school experience programme. The quality of charts and other visual materials that they use has been exemplar. We have noticed that with inclusion of the session in the curriculum, the students while making visual aids are very cautious about material selection and media design issues. They have realized the fact that use of learning material can help them during class management and effective lesson delivery. As the Institute is residential, we are able to motivate them to devote more quality time towards the club activities

### **Resources Required**

The resources required for this centre are present with all students (charts, papers, pencils, sketch pens) apart from this, TLRC is well equipped with separate library hosting books related to arts & craft, developing teaching aids, scientific facts, experiments, concept maps, mind maps, communication skills, etc. The use of ICT has been encouraged as all students are computer savvy and are comfortable in exploring new ideas through multimedia. Moreover we are able to provide them an environment where their life skills are nurtured in a effective manner.

### **Contact Person for further details**

---

Ms Ruchi Saxena  
Assistant Professor  
Army Institute of Education  
Plot M-1, P-5, Greater Noida  
0120-2343741, 0120-2343742 (Fax)



## Best Practice II

### Title of the Practice: National linkages and International collaboration

#### Context

To produce multi-faceted teachers, it's a big responsibility of the institute to provide them such a platform where their personality can blossom in all spheres of life. Therefore in order to bring institutions / organisations together for exchange of educational innovations, professional training of teachers, research and development, best practices in vogue in other institutions, national and international linkages are established.

#### Objective of the Practice :-

- To establish national and international linkages for holistic development of student teachers
- To acquaint student teachers with current global trends

#### The practice

The institute has developed various national linkages and International collaborations. Various activities conducted are given below:

#### National Linkages:

S.No.	Name of the Organisation	Activity done
1.	Bharatiya Yog Sansthan, Greater NOIDA	A one week yoga camp was organized where President / Secretary & coordinator of Bhartiya Yog Sansthan, Greater Noida Region guided AIE students for various yog mudras & their benefits.
2.	VITAL from Anand Ashram Kerala	Workshops are organized to explore value integration in teaching and learning
3.	Touch Foundation (NGO), Greater NOIDA	Lectures & visits were organized. Herbal garden is also developed in college premises

4.	Village Jaitpur, Greater NOIDA	Village Pradhan allowed AIE to adopt the village & to work for the up liftment of the village community. Student teachers conducted rallies, nukkad natak on social issues and donated teaching aids in the school of Jaitpur village.
5	Army Schools, Raj Rif Hostel, faculty development & research centre & other units of Army	For teaching Practice, conduct of various examinations community service guest lecture etc.
6	Intel Training Teach to the future program	To make the students 100 computer savvy si that they can integrate technology in classroom teaching.

### International Collaborations

- An International eminent speaker, founder member of Kathmandu School of Law, Nepal and visiting faculty for Sydney University, delivered a lecture on 'Education and Women Empowerment'. She interacted with the student teachers and shared her views on education in Nepal and India.
- **Memorandum of Understanding (MoU) with Scholars International Group, Dubai** helped in placement of one student at Dubai.
- MoU with **University of Wolverhampton, United Kingdom** has helped in organizing seminar/conferences/workshop/FDP/PDP.

### Obstacles faced

Although everyone is very cooperative and in the same way student teachers reciprocate with full zeal and enthusiasm to make all the activities successful but still time and resource constraints are felt to realize the objective the fullest.

### Impact of the Practice

Students got variety of experiences. They were exposed to the national problem and were asked to give the solution and to plan the activity accordingly. P D P classes were organised to improve communication skills & soft skills. For the international collaboration students were exposed to use smart interactive board for classroom interaction. Mock interviews with practice on Skype were

conducted. International linkage resulted in the placement of an AIE student in Scholars International Group in Dubai as PRT.

**Resources required**

Library, Computer Lab, internet connection (campus is wi-fi enabled) stationary etc.

**Contact Person for further details**

Dr Saksham Singh  
Principal  
Army Institute of Education  
Plot M-1, P-5, Greater Noida  
0120-2343741, 0120-2343742 (Fax)

ARMY INSTITUTE OF EDUCATION  
 B.Ed SESSION 2014-15  
 MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Months	Jul-14			Aug-14			Sep-14			Oct-14			Nov-14			Dec-14			Jan-15			Feb-15			Mar-15			Apr-15			May-15			Jun-15														
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Dismissal	[Shaded]																																															
Orientation	[Shaded]																																															
Theory	[Shaded]																																															
Journals/Seminars/Workshops/FDPs	[Shaded]																																															
Assignments	[Shaded]																																															
Personal Work	[Shaded]																																															
Practical Work	[Shaded]																																															
Preparation of Lesson Plans/Demonstration/Observation of Lessons/Micro Teaching/Simulations	[Shaded]																																															
Practice Teaching/Internship	[Shaded]																																															
Co-Curricular Activities	SPREAD INTERMITTENTLY THROUGHOUT THE SESSION																																															
Working With Community/Project Work	[Shaded]																																															
Internal Examination	[Shaded]																																															
End-Term Examination	[Shaded]																																															

Note: Counselling - 09-10 July 2014, Session started on 01 Aug 2014.

## DECLARATION



**ARMY INSTITUTE OF EDUCATION**  
(Guru Gobind Singh Indraprastha University, New Delhi)  
Plot No. M 1, Pocket - 5, Greater Noida, G. B. Nagar (U.P.)  
Pin Code: 201306, Ph No: 0120-2343741/42  
E-Mail: aiedelhi@gmail.com Website : www.aie.ac.in

### Declaration by the Head of the Institution

I certify that the data included in this Self-Appraisal Report (SAR) is true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit.

Place: Greater NOIDA

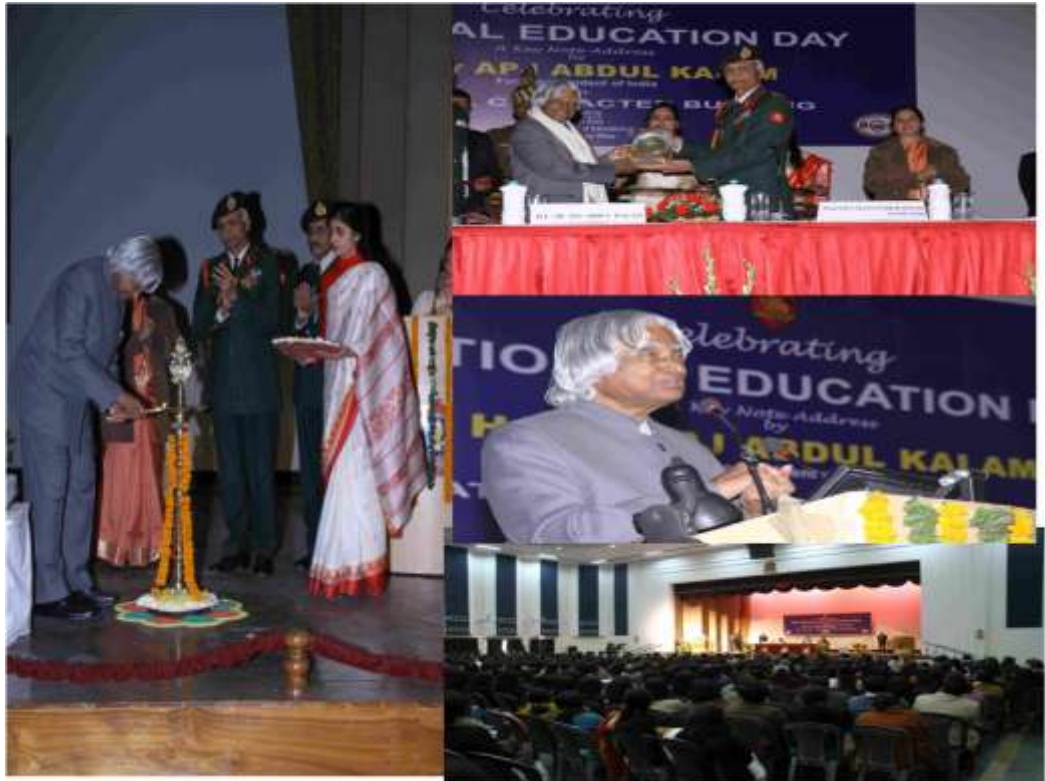
Date: 10 Jul 2015

**Signature of the Head of the Institution**

**with seal**

Dr. Saksham Singh  
Principal  
Army Institute of Education  
Greater Noida

## Down The Memory Lane....



Former President **Dr. A.P.J. Abdul Kalam** at AIE on the occasion of National Education Day 2010



National Seminar on Spiritual Development Through Education on 25 March 2011  
Key note speaker Swami Atmapriyananda from RKM Vivekananda University, W.B.

*Educational Gathering*  
Value Education in the Emerging Indian Society



The Plenary Session in progress






Dr Sushil Chander, University of Delhi

Dr Sushil Dhiman, MV College of Education, University of Delhi

Dr Sudarshan Mishra, Army Institute of Education

Prof RP Sharma, Ex Head & Dean, Faculty of Education, University of Delhi



*Visiting Speakers enrich Academics*



Mr Ravi Nair, Director, Human Rights Documentation Centre giving a discourse on Human Rights Education

Dr RC Srivastava, Reader (retd), Central Institute of Education giving a lecture on Educational Administration

Prof MS Yadav, Ex Head, Department of Education & Psychology, MS University, Baroda giving a discourse on Curriculum



Dr SP Pathak, Reader (retd), Central Institute of Education discussing the nuances of School Life Experience

Dr CK Soluja, Department of Education, University of Delhi discussing Teaching Practice



**Eminent Dignitaries at AIE**



**Chairman Addressing the Students**



# *Birth of Vivaksā*

10 June, 2004



Maj Gen Thomas Mathew, AVSM releasing the Inaugural Issue



Maj Gen Manvinder Singh, AVSM, VSM, Chairman visiting AIE



Adjutant General interacting with students 2015



Maj Gen Abhay Krishna, AVSM, SM, VSM, Chairman visiting AIE



Seminar on “Innovations and Challenges in Teacher Education” 2014



Seminar on “Strengthening and Improving Teachers’ Education” 2015



Various Eminent Educationists at AIE



Students participating in various competitions



Students participating in 'Glimpses of India' competition



Students with Padam Vibhusan Pt Birju Maharaj



**Army Welfare Education Society Youth Fest (AWES Youth Fest) 2014  
Hosted by AIE**



Herbal Garden Maintained by Student teachers



Road Safety Awareness Rally



Student teachers at Village Jaitpur performing Rallies & Nakkad Natak



Annual Sports Day & Students achieving positions in sports at GGSIP University





Blood Donation camp at AIE



Students at Agra, India Gate, National Science Centre & Suraj Kund Craft Mela



Alumni in “ANUSMARAN” 2015



Publications of AIE

Home Away From Home. . . .



Hostel Dining Hall

## State of the Art Infrastructure



Conference Hall



Library



Psychology Resource Centre, Science & Maths Resource Centre, Computer Lab, Work Experience Resource Centre



Seminar Hall



Students in the classroom



Auditorium



Football Ground



Basketball Court





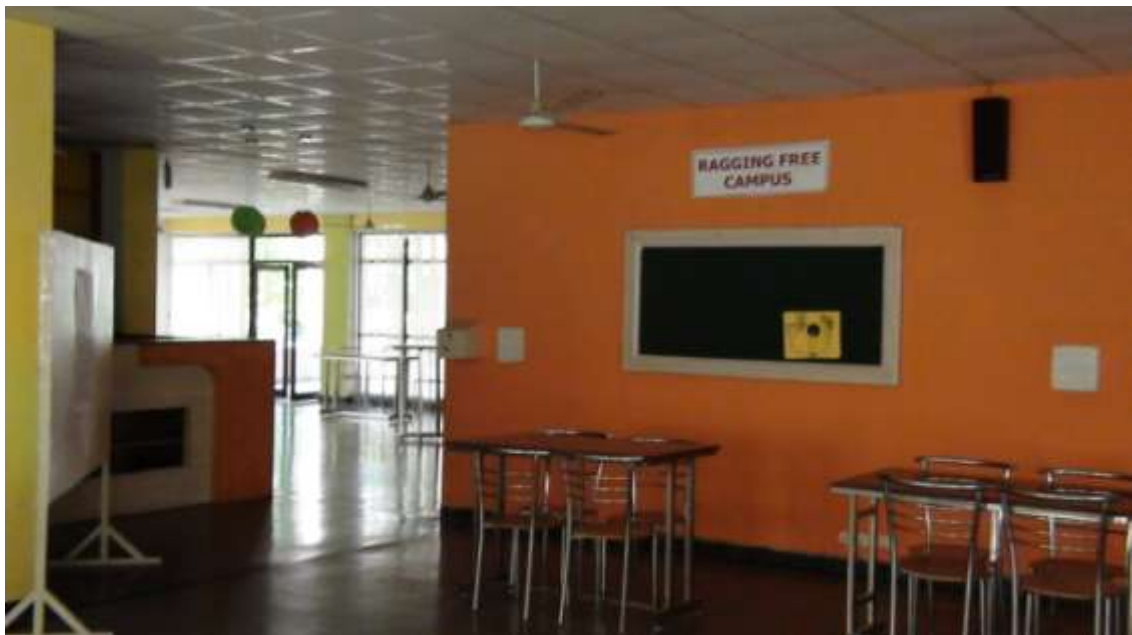
Students with Col YPS Wadhwa Retd Registrar (AIE)  
at Volleyball Court



Table-tennis



Gymnasium (separate for Boys and Girls)



Cafeteria



Girl's Hostel



Principal, Registrar, Faculty & Non-Teaching Staff Accommodation



Guest rooms for parents & guests



Covered and open parking



Students participating at GGSIPU 'ANUGOONJ'



Journey of AIE from **ME** to **WE**

[Annexure – 1](#)

**A Brief note on Teacher Education Scenario for  
Army Institute of Education, Greater NOIDA**

**About the Institute**

1. The Army Institute of Education was established in August 2003 with the aim of providing pre-service teacher education facility to the dependents of Army personnel. Army Institute of Education is affiliated to Guru Gobind Singh Indraprastha University (GGSIPU), Delhi and is recognized by National Council for Teacher Education (NCTE), for its Bachelor of Education (B.Ed) programme. Keeping in mind the welfare of Army dependents, Uttar Pradesh government has given special permission to shift the premises of AIE from Ring Road, Kandhar lines, Delhi Cantt, New Delhi to Plot No. M-1, Pocket - P 5, Greater NOIDA, UP under clause 8(11) of the NCTE Regulations, 2009. No Objection certificate has been obtained by the UP Government with a condition, which has been duly completed on time by the Institute.

**Affiliation Conditions by GGSIP University and Govt of NCT of Delhi. Rules, Regulations and Policies on Academic and Administrative Governance**

2. In terms of section 5(21) of the Guru Gobind Singh Indraprastha University Act 1998, continuation of provisional affiliation has been approved by the Board of Affiliation for conduct of B.Ed. programme (one year duration) with an intake of 100 seats at Army Institute of Education, Greater NOIDA during academic session 2013-14.

The provisional affiliation is subject to the following conditions:

- (i) That the institute / College shall adhere to the provisions of the Act 1998, the Statute, the Ordinances and regulations of the Guru Gobind Singh Indraprastha University and will comply with the standing orders and directions of the University throughout the period of affiliation.
- (ii) That the institution shall be required to comply with standards of Education as stipulated by the concerned Statutory Body / University/ State Govt. in respect of labs, library, faculty and other academic facilities.
- (iii) That the admission for the Session 2008-09 shall be in conformity with the procedure, approved by the University and the Institute shall not announce

admission(s) without prior approval of the University, under any circumstances.

- (iv) That the institution shall not conduct any full time, part time or distance education programme(s) within its premises without the specific prior permission of the university and will not conduct any programme whatsoever of any other University in the said campus. It will also not use the trademark / trade name of the University for any other admission / teaching activity / conduct of any programme at any other campus.
- (v) That the course curriculum and fee structure will be as prescribed by the University / State Govt.
- (vi) That the Institute / College shall ensure that a permanent qualified and experienced Principal remains in position for smooth conduct of this programme and to give the institute / college a better foundation.
- (vii) That the Institute / college will ensure required faculty members and staff duly qualified as per the standards of the National Council for Teacher Education (NCTE) / University remain in position for the sanctioned intake throughout the conduct of the programme.
- (viii) That the institution will ensure payment of regular salary along with permissible allowances to the faculty members / supporting staff as per the extant rules of UGC / Statutory body / State Govt.
- (ix) That the Institute / College shall keep augmenting the library with latest titles / volumes / reference books / journals (national and international) related to the course curriculum.
- (x) That the Institute will maintain computer center with adequate terminals (latest configuration), Internet connectivity and necessary peripherals for all the students and faculty members.
- (xi) That the Institute shall maintain well-furnished classrooms with necessary instructional aids, adequate equipped labs, and other facilities etc as per the requirement of the course curriculum and stipulation of the National Council for Teacher Education.
- (xii) That the Institute / college shall organize faculty development and student awareness programmes through seminars, conferences and workshops focused on the relevant subject of education and innovative training.

- (xiii) The Institute / college should ensure that ragging is completely banned among student community and should be prohibited in the campus and hostels.
- (xiv) The Institute / college should create special facilities such as ramps, rails and special toilets and make other necessary arrangements to suit the special needs of physically challenged persons.
- (xv) In order to promote excellence, maintain quality standards in imparting education, the Institute / college is required to submit the feedback report after every quarter highlighting the status of faculty & academic progress.
- (xvi) The Institute / college is required to submit a detailed account of the Affiliation fee deposited against affiliation form fee / processing fee (both University & Govt. Share) for academic session 2008-09 along with documentary proof so that there is no discrepancy in deduction of affiliation fee by the Account Branch.
- (xvii) The Institute must make rooms comfortable for students during hot season.
- (xviii) The institute must recruit experienced and trained faculty members for the existing programme, as per the norms of the GGSIP University before admitting the students for the next session.

The compliance report for condition mentioned in the No Objection of the State Govt. & approval of National Council for Teacher Education along with those highlighted above, has been made available to the University within one month from the issuance of this letter. There were no events of infringement / contravention or non-compliance of any of the conditions, guidelines, norms and regulations prescribed by the University / State Govt. / National Council for Teacher Education from time to time.



**ARMY INSTITUTE OF EDUCATION**  
**GREATER NOIDA**

**ACADEMIC CALENDER B.ED. SESSION 2014-15**

<b>August 2014</b>		
<b>House on Duty: Pragya</b>		
<i>Activities of the Month: Special Assembly for Rakshabandhan, Independence Day, Janmashthmi, Ganesh Chaturthi</i>		
1	Friday	Orientation cum Induction Program Day 1
2	Saturday	Orientation cum Induction Program Day 2
3	Sunday	
<b>Activity of the Week</b>		<b>Solo Singing and Card Making Competition</b>
4	Monday	Regular Classes
5	Tuesday	Regular Classes
6	Wednesday	Regular Classes
7	Thursday	Regular Classes
8	Friday	Special Assembly
9	Saturday	Second Saturday off
10	Sunday	
<b>Activity of the Week</b>		<b>Group Song &amp; Board Decoration Competition</b>
11	Monday	Regular Classes
12	Tuesday	Regular Classes
13	Wednesday	Regular Classes
14	Thursday	<b>Special Assembly : Independence Day</b>
15	Friday	Independence Day Holiday
16	Saturday	<b>Special Assembly: Janmashthmi</b>
17	Sunday	
<b>Activity of the Week</b>		<b>Nukkad Natak</b>
18	Monday	Regular Classes
19	Tuesday	Regular Classes
20	Wednesday	Regular Classes
21	Thursday	<b>ICT Mediated Workshop on Teaching Aids</b>
22	Friday	Regular Classes
23	Saturday	Fourth Saturday off

24	Sunday	
<b>Activity of the Week</b>		<b>Group Dance Competition</b>
25	Monday	Regular Classes
26	Tuesday	Regular Classes
27	Wednesday	Regular Classes
28	Thursday	Regular Classes
29	Friday	<b>Special Assembly:Ganesh Chaturthi</b>
30	Saturday	Regular Classes
31	Sunday	

<h2>September 2014</h2>		
<i>House on Duty: Pratishta</i>		
<i>Activities of the Month : Teachers Day and Sports Activities</i>		
1	Monday	Regular Classes
2	Tuesday	Regular Classes
3	Wednesday	Regular Classes
4	Thursday	Dr S Radhakrishnan Memorial Lecture ( Guest lecture I)
5	Friday	<b>Teachers Day Celebration</b>
6	Saturday	Regular Classes
7	Sunday	
<b>Activity of the Week</b>		<b>Badminton</b>
8	Monday	Intel workshop gr1/ PDP Classes gr 2 / Micro Teaching gr3
9	Tuesday	Intel workshop gr1 / PDP Classes gr2 / Micro Teaching gr3
10	Wednesday	Intel workshop gr1 / PDP Classes gr2/ Micro Teaching gr3
11	Thursday	Intel workshop gr1 / PDP Classes gr2 / Micro Teaching gr3
12	Friday	Intel workshop gr3/ PDP Classes gr1/ Micro Teaching gr2
13	Saturday	Second Saturday off
14	Sunday	
<b>Activity of the Week</b>		<b>Table Tennis</b>
15	Monday	Intel workshop gr3/ PDP Classes gr1/ Micro Teaching gr2
16	Tuesday	Intel workshop gr3/ PDP Classes gr1/ Micro Teaching gr2
17	Wednesday	Intel workshop gr3/ PDP Classes gr1/ Micro Teaching gr2
18	Thursday	Intel workshop gr2/ PDP Classes gr3/ Micro Teaching gr1
19	Friday	Intel workshop gr2/ PDP Classes gr3/ Micro Teaching gr1
20	Saturday	Intel workshop gr2/ PDP Classes gr3/ Micro Teaching gr1

21	Sunday	
<b>Activity of the Week</b>		<b>Basketball</b>
22	Monday	Intel workshop gr2/ PDP Classes gr3/ Micro Teaching gr1
23	Tuesday	Regular Classes
24	Wednesday	Regular Classes
25	Thursday	First Class Test ( M1 & M2 101)
26	Friday	First Class Test (M1 , M2 & 105)
27	Saturday	Fourth Saturday off
28	Sunday	
<b>Activity of the Week</b>		<b>Skit &amp; Board Decoration Competition</b>
29	Monday	First Class Test ( M1, M2 &103)
30	Tuesday	Orientation for Teaching Practice `

<b>October 2014</b>		
<i>House on Duty: Pragyanam</i>		
<i>Activities of the Month: Teaching Practice /Dushehra &amp; Diwali</i>		
1	Wednesday	Special Assembly : Gandhi Jayanti & Orientation for T.P.
2	Thursday	Gandhi Jayanti Holiday
3	Friday	Dushehra Holiday
4	Saturday	Special Assembly Eid & Simulated Teaching
5	Sunday	
<b>Activity of the Week</b>		<b>Rangoli and Diya Making Competition</b>
6	Monday	Eid Holiday
7	Tuesday	( Guest Lecture – II )& Simulated Teaching
8	Wednesday	Valmiki Jayanti Holiday
9	Thursday	Simulated Teaching
10	Friday	Simulated Teaching
11	Saturday	Second Saturday off
12	Sunday	
<b>Activity of the Week</b>		
13	Monday	SEP
14	Tuesday	SEP
15	Wednesday	SEP
16	Thursday	SEP
17	Friday	SEP
18	Saturday	SEP
19	Sunday	
<b>Activity of the Week</b>		
20	Monday	SEP
21	Tuesday	SEP

22	Wednesday	Diwali
23	Thursday	Diwali
24	Friday	Diwali
25	Saturday	Diwali
26	Sunday	
<b>Activity of the Week</b>		
27	Monday	SEP
28	Tuesday	SEP
29	Wednesday	SEP
30	Thursday	SEP
31	Friday	SEP

## November 2014

***House on Duty: Pragyanam***

*Activities of the Month: Teaching Practice/Celebration of National Education Day*

<b>Activity of the Week</b>		
1	Saturday	SEP
2	Sunday	
3	Monday	SEP
4	Tuesday	SEP
5	Wednesday	SEP
6	Thursday	SEP
7	Friday	SEP
8	Saturday	Second Saturday off
9	Sunday	
<b>Activity of the Week</b>		
10	Monday	SEP
11	Tuesday	SEP
12	Wednesday	SEP
13	Thursday	Regular Classes
14	Friday	<b>Guest lectureIII on National Education Day ( 11<sup>th</sup> Nov)</b>
15	Saturday	Regular Classes
16	Sunday	

<b>Activity of the Week</b>		
17	Monday	Second Internal Exam
18	Tuesday	Second Internal Exam
19	Wednesday	Second Internal Exam
20	Thursday	Second Internal Exam
21	Friday	Second Internal Exam
22	Saturday	Fourth Saturday off
23	Sunday	
<b>Activity of the Week</b>		<b>Presentation Week</b>
24	Monday	Second Internal Exam
25	Tuesday	Regular Classes
26	Wednesday	Regular Classes
27	Thursday	Regular Classes
28	Friday	Regular Classes
29	Saturday	Regular Classes
30	Sunday	

<b>December 2014</b>		
<i>House on Duty:Pratigya</i>		
<i>Activities of the Month:Final Teaching Practice Exams and Final Theory Exams</i>		
1	Monday	Final Teaching Practice Examinations
2	Tuesday	Final Teaching Practice Examinations
3	Wednesday	Final Teaching Practice Examinations End
4	Thursday	Final Teaching Practice Examinations
5	Friday	Final Teaching Practice Examinations
6	Saturday	Final Teaching Practice Examinations
7	Sunday	
<b>Activity of the Week</b>		
8	Monday	Preparatory Leave– Subject to University Date Sheet
9	Tuesday	Preparatory Leave– Subject to University Date Sheet
10	Wednesday	Preparatory Leave– Subject to University Date Sheet

11	Thursday	Preparatory Leave– Subject to University Date Sheet
12	Friday	Preparatory Leave– Subject to University Date Sheet
13	Saturday	Second Saturday off
14	Sunday	
<b>Activity of the Week</b>		
15	Monday	Final Examinations of Theory Papers – Subject to University Date Sheet
16	Tuesday	Final Examinations of Theory Papers– Subject to University Date Sheet
17	Wednesday	Final Examinations of Theory Papers– Subject to University Date Sheet
18	Thursday	Final Examinations of Theory Papers– Subject to University Date Sheet
19	Friday	Final Examinations of Theory Papers– Subject to University Date Sheet
20	Saturday	Final Examinations of Theory Papers– Subject to University Date Sheet
21	Sunday	
22	Monday	Final Examinations of Theory Papers– Subject to University Date Sheet
23	Tuesday	Final Examinations of Theory Papers– Subject to University Date Sheet
24	Wednesday	Final Examinations of Theory Papers– Subject to University Date Sheet
25	Thursday	<b>Christmas Holiday</b>
26	Friday	Final Examinations of Theory Papers– Subject to University Date Sheet
27	Saturday	Final Examinations of Theory Papers– Subject to University Date Sheet
28	Sunday	Final Examinations of Theory Papers– Subject to University Date Sheet
<b>Activity of the Week</b>		
29	Monday	Final Examinations of Theory Papers– Subject to University Date Sheet
30	Tuesday	Final Examinations of Theory Papers– Subject to University Date Sheet
31	Wednesday	Final Examinations of Theory Papers– Subject to University Date Sheet

## January 2015

*House on Duty: Pragya*

*Activities of the Month: Republic Day & Cultural Fest*

1	Thursday	Final Examinations of Theory Papers– Subject to University Date Sheet
2	Friday	

3	Saturday	Final Examinations of Theory Papers– <b>Subject to University Date Sheet</b>
4	Sunday	Winter Vacation
5	Monday	Winter Vacation
6	Tuesday	Winter Vacation
7	Wednesday	Winter Vacation
8	Thursday	Winter Vacation
9	Friday	Winter Vacation
10	Saturday	Winter Vacation
11	Sunday	Winter Vacation
12	Monday	Winter Vacation
13	Tuesday	Winter Vacation
14	Wednesday	Winter Vacation
15	Thursday	Second Semester Begins
16	Friday	Regular Classes
17	Saturday	Regular Classes
18	Sunday	
<b>Activity of the Week</b>		<b>Board Decoration Competition</b>
19	Monday	Regular Classes
20	Tuesday	Regular Classes
21	Wednesday	Regular Classes
22	Thursday	Regular Classes
23	Friday	<b>Special Assembly: Republic Day</b>
24	Saturday	Fourth Saturday Off
25	Sunday	
<b>Activity of the Week</b>		<b>Cultural Fest - ULLAS</b>
26	Monday	Republic Day Off
27	Tuesday	Regular Classes
28	Wednesday	Regular Classes
29	Thursday	Regular Classes
30	Friday	Cultural Fest – ULLAS
31	Saturday	Cultural Fest – ULLAS

# February 2015

*House on Duty:Pratishtha*

*Activities of the Month: Field Trip: Surajkund Mela / Sports meet/  
Seminar/Foundation Day*

1	Sunday	
<b>Activity of the Week</b>		<b>Visit to Surajkund</b>
2	Monday	Regular Classes
3	Tuesday	Regular Classes
4	Wednesday	Regular Classes
5	Thursday	Suraj Kund Visit
6	Friday	Anugoonj
7	Saturday	Anugoonj
8	Sunday	Anugoonj
<b>Activity of the Week</b>		
9	Monday	Regular Classes
10	Tuesday	Regular Classes
11	Wednesday	Regular Classes
12	Thursday	Regular Classes
13	Friday	Regular Classes
14	Saturday	Second Saturday off
15	Sunday	
<b>Activity of the Week</b>		<b>Foundation Day / National Seminar</b>
16	Monday	First Internal Examination
17	Tuesday	First Internal Examination
18	Wednesday	First Internal Examination
19	Thursday	First Internal Examination
20	Friday	Regular Classes
21	Saturday	<b>Foundation Day &amp; National Seminar</b>
22	Sunday	
<b>Activity of the Week</b>		<b>Annual Sports Meet</b>
23	Monday	Regular Classes
24	Tuesday	<b>Guest Lecture IV on CCE and RTE</b>
25	Wednesday	Regular Classes
26	Thursday	<b>Annual Sports Meet</b>
27	Friday	<b>Annual Sports Meet</b>
28	Saturday	Fourth Saturday off



## March 2015

*House on Duty: Pragyanaam*

*Activities of the Month: Holi Celebration / Yoga Workshop*

1	Sunday	
2	Monday	Regular Classes
3	Tuesday	Regular Classes
4	Wednesday	Regular Classes
5	Thursday	<b>Special Assembly : Holi Celebration</b>
6	Friday	Holi Holiday
7	Saturday	Holi Holiday
8	Sunday	
<b>Activity of the Week</b>		<b>Yoga workshop</b>
9	Monday	Regular Classes
10	Tuesday	Regular Classes
11	Wednesday	Regular Classes
12	Thursday	Regular Classes
13	Friday	Regular Classes
14	Saturday	<b>Yoga WorkShop</b>
15	Sunday	
<b>Activity of the Week</b>		<b>Community Service</b>
16	Monday	Regular Classes
17	Tuesday	Regular Classes
18	Wednesday	Regular Classes
19	Thursday	Regular Classes
20	Friday	Regular Classes
21	Saturday	Regular Classes
22	Sunday	
<b>Activity of the Week</b>		<b>Panel Discussion</b>
23	Monday	Regular Classes
24	Tuesday	Regular Classes
25	Wednesday	Regular Classes
26	Thursday	Regular Classes
27	Friday	Regular Classes
28	Saturday	
29	Sunday	

<b>Activity of the Week</b>		<b>Inter House Quiz Competition</b>
30	Monday	Regular Classes
31	Tuesday	Regular Classes

<h2>April 2015</h2>		
<i>House on Duty: Pratigya</i>		
<i>Activities of the Month:</i>		
1	Wednesday	Regular Classes
2	Thursday	Regular Classes
3	Friday	Regular Classes
4	Saturday	Regular Classes
5	Sunday	
<b>Activity of the Week</b>		<b>Best out of the Waste Competition</b>
6	Monday	Regular Classes
7	Tuesday	Regular Classes
8	Wednesday	Regular Classes
9	Thursday	Second Internal Examination
10	Friday	Second Internal Examination
11	Saturday	
12	Sunday	
<b>Activity of the Week</b>		
13	Monday	Second Internal Examination
14	Tuesday	Second Internal Examination
15	Wednesday	Second Internal Examination
16	Thursday	Second Internal Examination
17	Friday	Regular Classes
18	Saturday	Regular Classes
19	Sunday	
<b>Activity of the Week</b>		
20	Monday	Final Examination- Course Code: 146 Subject to University Date Sheet
21	Tuesday	Final Examination- Course Code: 146 Subject to University Date Sheet
22	Wednesday	Final Examination- Course Code: 148– Subject to University Date Sheet
23	Thursday	Final Examination- Course Code: 148 Subject to University Date Sheet
24	Friday	Final Examination- Course Code: 150 Subject to University

		<b>Date Sheet</b>
25	Saturday	Final Examination- Course Code: 150– Subject to University <b>Date Sheet</b>
26	Sunday	
<b>Activity of the Week</b>		
27	Monday	Final Examination- Course Code: 152– Subject to University <b>Date Sheet</b>
28	Tuesday	Final Examination- Course Code: 15– Subject to University <b>Date Sheet</b>
29	Wednesday	Regular Classes
30	Thursday	Regular Classes

<h2>May 2015</h2>		
<i>House on Duty: Pratigya</i>		
<i>Activities of the Month:</i>		
1	Friday	Regular Classes
2	Saturday	
3	Sunday	
4	Monday	Regular Classes
5	Tuesday	Regular Classes
6	Wednesday	Regular Classes
7	Thursday	Preparatory Leave– Subject to University Date Sheet
8	Friday	Preparatory Leave– Subject to University Date Sheet
9	Saturday	Preparatory Leave– Subject to University Date Sheet
10	Sunday	
11	Monday	Preparatory Leave– Subject to University Date Sheet
12	Tuesday	Preparatory Leave– Subject to University Date Sheet
13	Wednesday	Preparatory Leave– Subject to University Date Sheet
14	Thursday	Final Examinations of Theory Papers – Subject to University <b>Date Sheet</b>
15	Friday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
16	Saturday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
17	Sunday	
18	Monday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
19	Tuesday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
20	Wednesday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>

21	Thursday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
22	Friday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
23	Saturday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
24	Sunday	
25	Monday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
26	Tuesday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
27	Wednesday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
28	Thursday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
29	Friday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
30	Saturday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
31	Sunday	

## Jun 2015

*House on Duty: Pratigya*  
*Activities of the Month:*

1	Monday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
2	Tuesday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
3	Wednesday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
4	Thursday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
5	Friday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>
6	Saturday	Final Examinations of Theory Papers– Subject to University <b>Date Sheet</b>

**Annexure – 2b**

**Copy of Time Table**

Annexure 2 (B)

**ARMY INSTITUTE OF EDUCATION (AIE)**  
**TIME - TABLE 5th WEEK OF AUGUST (25/08/14 - 30/08/14) WEEK - 04 B.ED. SESSION 2014-15**

TIME → DAY AND DATE	9:00am-4:30am	SEC	9:30-10:15	10:15-11:00	11:00-11:15	11:15-12:00	12:00-12:45	12:45-1:30	1:30-2:15	2:15-2:30	2:30-3:15	3:15-4:00	
25/08/14 WEDNESDAY	Morning Assembly	A	105 SP	103 JK		M1 SS, M3 RS Rest Library	M2 SS Rest Library	101 PG		HOUSE	M4 SP MS JK	A1 Library sports TLRC computer lab	A2 B1 B2
		B	105 RS	101 PG				103 JK		MEETING			
26/08/14 TUESDAY	***d***	A	105 SP	103 JK	*	M1 SS, M3 RS Rest Library	M2 SS Rest Library	101 PG	*	MENTOR	M4 SP MS PG	A1 Sports TLRC computer lab Library	A2 B1 B2
		B	105 RS	101 PG	T			103 JK	L	MEETING			
27/08/14 WEDNESDAY	***d***	A	105 SP	103 JK	E	M1 SS, M3 RS Rest Library	M2 SS Rest Library	101 PG	U	HOUSE	M4 SP MS JK	A1 TLRC Computer lab B1 Library Sports	A2 B2
		B	105 RS	101 PG	*			103 JK	N	MEETING			
28/08/14 THURSDAY	***d***	A	105 RS	101 PG	B	M1 SS, M3 RS Rest Library	M2 SS Rest Library	103 JK	C	HOUSE	M4 SP MS PG	A1 library sports TLRC computer lab	A2 B1 B2
		B	105 SP	103 JK	R			101 PG	H	MEETING			
29/08/14 FRIDAY	***d***	A	105 RS	101 PG	A	M1 SS, M3 RS Rest Library	M2 SS Rest Library	101 JK	*	MENTOR	M4 SP MS JK	ATR PSYCHO PRACTICAL JK	RS
		B	105 SP	103 JK	K			101 PG	*	MEETING			
30/08/14 SATURDAY	***d***	A	105 RS	101 PG	*	M1 SS, M3 RS Rest Library	M2 SS Rest Library	103 JK	*	MENTOR	M4 SP MS PG	PSYCHO PRACTICAL JK ATR RS	
		B	105 SP	103 JK	*			101 PG	*	MEETING			

101= Philosophical perspectives of Education, 103= Psychology of the learner & the Teaching Learning process, 105=Curriculum, Instructions & Evaluation, M1=Teaching of Hindi, M2= Teaching of English, M3=Teaching of Mathematics, M4= Teaching of Social Sciences, M5= Teaching of Integrated Sciences, TLRC –Teaching Learning Resource Centre, ATR= Achievement test record  
FACULTIES SS = Dr. Saksham Singh(12Pds), SP = Dr. S.K.Panda (12Pds), RS = Ms Ruchi Saxena (14pds) PG=Ms.Pratibha Garg (15Pds), JK= Mr. Jai Kumar (17 Pds)

*Ruchi Saxena*  
Time table in charge

*Singh*  
Principal

ARMY INSTITUTE OF EDUCATION  
TIME TABLE OF 13 APRIL (13.04.15-18.04.15) B. Ed SESSION-2014-15

Time → Date / Day ↓	9:00 AM- 9:30 AM	9:30 AM- 10:30 AM	10:30 AM- 11:30 AM	11:30 AM- 11:45 AM	11:45 AM- 12:45 PM	12:45 PM- 01:30 PM	01:30 PM- 2:30 PM	2:30 PM- 3:15 PM	3:15 PM- 4:00 PM
13/04/2015 Monday	RURAL VILLAGE AWARENESS CAMPAIGN				RURAL VILLAGE AWARENESS CAMPAIGN			RURAL VILLAGE AWARENESS CAMPAIGN	
14/04/2015 Tuesday	Morning Assembly (Pragya House)	A 102 MM 104 SP	104 SV 106 RS	T E	106 BB 102 PG	108 PG 110 BB 128 JK	L U N C H	H-1- L-Lib H-2- T-TLRC H-3- C-Comp H-4- H-House	146 BB 148 PG
15/04/2015 Wednesday	-do-	A 102 MM 104 SP	104 SV 106 RS		A B	106 BB 102 PG		108 SV 110 RS 128 JK	H-1- H-House H-2- L-Lib H-3- T-TLRC H-4- C-Comp
16/04/2015 Thursday	-do-	A 102 MM 104 SP	104 SV 106 RS	B R E	106 BB 102 PG	108 SV 110 RS 128 JK	B R	H-1- T-TLRC H-2- C-Comp H-3- H-House H-4- L-Lib	150 JK 150 SV
17/04/2015 Friday	-do-	A 102 PG 104 SV	106 RS 102 MM	A K	104 SP 106 BB	108 MM 110 RS 128 SS	E A K	H-1- C-Comp H-2- H-House H-3- L-Lib H-4- T-TLRC	152 SP 150 SV
18/04/2015 Saturday	-do-	A 102 MM 104 SV	106 RS 102 MM	GUEST LECTURE BY DR. DHANANJAY JOSHI			K	H-1- C-Comp H-2- H-House H-3- L-Lib H-4- T-TLRC	150 JK 152 RS

102 = Education in Emerging Indian Society, 104 = Policy Framework & Issues in Education 106 = ICT Mediated Education, 108 = Educational Guidance and Counseling, 110 = Educational Technology, 128 = Environment Education & Disaster Management, 146 = Integrating Technology with Education, 148 = Participation in Societal Development, 150 = Psychological Initiation to Educational Research, 152 = Educational Evaluation in School Environment  
TLRC - Teaching Learning Resource Centre, TEJ = Training for E-Journal

FACULTIES SS = Dr. Saksham Singh, SP = Dr. S.K.Panda, RS = Ms.Ruchi Saxena, PG = Ms.Pratibha Garg,  
JK = Mr.Jai Kumar, BB = Dr.Babita Bharadwaj, MM = Ms. Meera Maurya, SV = Dr. Sarita Verma

  
Dr.S.K. Panda  
Time table in charge

  
Dr. Saksham Singh  
Principal

Annexure – 3

**Scheme of Examinations  
and  
Syllabus  
for  
  
Bachelor of Education (B. Ed)  
(Semester Mode)  
w.e.f. August 2012**



**GURU GOBIND SINGH  
INDRAPRASTHA  
UNIVERSITY**

**Guru Gobind Singh Indraprastha University  
Sector 16-C, Dwarka, Delhi. (India)**

## **Program: Bachelor of Education (B. Ed)**

This full time program is of one year duration spread over to two semesters.

### **General Objectives of B. Ed Program**

- To encourage the pupil teachers to be a global citizen, serving the human beings at large through the noble profession of teaching.
- To persuade the pupil teachers to act as agents of modernization, social change, promote social cohesion, international understanding, and work for protection of human rights and rights of the child.
- To enable the pupil teachers to understand the central concepts, tools of inquiry and structures of the disciplines of Education in general, and teacher education in particular.
- To make the student teachers understand how children learn and develop, how they differ in their approaches to learning, and create learning opportunities that benefit diverse learners and learning contexts.
- To imbibe knowledge, develop an understanding of the various methods and approaches of organizing learning experiences for secondary school students.
- To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.
- To enable them to foster creative thinking among pupils for the reconstruction of knowledge.
- To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.
- To develop communication skills for education through Information and Communication Technology.
- To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications.
- To enable them to undertake Action Research and use innovative practices.
- To foster in student teachers a desire for life-long learning.



**Program: Bachelor of Education (B. Ed)  
Courses in Semester I**

S. No.	Course Code	Course Title	Credits Allotted/Max. Marks	Total Teaching - Learning hours in the Semester
<b>CORE COURSES</b>				
1.	101	Philosophical Perspectives of Education	3/100	48
2.	103	Psychology of the Learner & the Teaching Learning Process	3/100	48
3.	105	Curriculum, Instruction and Evaluation	3/100	48
<b>PEDAGOGICAL COURSES</b>				
4.	107-141	Teaching Method I	4/100	64
		Teaching Method II	4/100	64
<b>SCHOOL EXPERIENCE PROGRAM</b>				
5.	143	Teaching Skill Development Examination I	5/100	160
6.	145	Teaching Skill Development Examination II	5/100	160
<b>Total</b>			<b>27/700</b>	<b>592</b>
Total Courses in Semester I = 07			Max. Marks: 700	

**Courses in Semester II**

S. No.	Course Code	Course Title	Credits Allotted/Max. Marks	Total Teaching - Learning hours in the Semester
<b>CORE COURSES</b>				
1.	102	Education in Emerging Indian Society	3/100	48
2.	104	Policy Framework & Issues in Education	3/100	48
3.	106	ICT Mediated Education	3/100	48
<b>ELECTIVE COURSES</b>				
4.	108-138	<b>Elective (any one)</b>	4/100	64
108	Educational Guidance and Counseling	124	Education for Healthy Mind and Body	
110	Educational Technology	126	Global Aspirations for Education	
112	Inclusive Education	128	Environmental Education & Disaster Management	
114	Educational Evaluation	130	Educational Planning and Administration	
116	School Organization and Management	132	Non-Formal Education	
118	Developing Computer Assisted Instructions	134	Elementary Education	
120	Value Education for Meaningful Existence	136	Adult and Continuing Education: Social Concerns and Issues	
122	Conducting Classroom Research	138	Life Skills Education	
<b>PRACTICAL COURSES</b>				
5.	146	Integrating Technology with Education	3/100	96
6.	148	Participation in Societal Development	3/100	96
7.	150	Psychological Initiation to Educational Research	3/100	96
8.	152	Educational Evaluation in School Environment	3/100	96
<b>Total</b>			<b>25/800</b>	<b>592</b>
Total Courses in Semester II = 08			Max. Marks: 800	

<b>Program: Bachelor of Education (B. Ed)</b>			
	<b>Semester I</b>	<b>Semester II</b>	<b>Total</b>
<b>Credits</b>	<b>27</b>	<b>25</b>	<b>52</b>
<b>Marks</b>	<b>700</b>	<b>800</b>	<b>1500</b>
<b>Courses</b>	<b>Seven</b>	<b>Eight</b>	<b>Fifteen</b>
<b>Teaching Learning Hours</b>	<b>592</b>	<b>592</b>	<b>1184</b>

**NB:**

- a) The total Credits in B.Ed Program are 52 (I semester: 27, II semester: 25); the student shall have to **EARN ALL THE CREDITS**.
- b) The total Marks for B.Ed Program are 1500 (I semester: 700, II semester: 800).
- c) The total Courses for B.Ed Program are 15 (I semester: 07, II semester: 08).
- d) Each student shall be required to appear for the examination in all the courses.
- e) The maximum marks in each course are 100, irrespective of the number of credits assigned to the course. For passing in any course, minimum 50 marks are required to be secured.
- f) Full credits are awarded after passing in a course; otherwise no credits are awarded.
- g) For a Core/Pedagogical/Elective Course, the ratio of External: Internal marks is 75:25, and for a Practical Course the ratio of External: Internal marks is 60:40
- h) One Credit is equal to one hour for lecture and two hours for laboratory/practical work per week. The timetable for B.Ed Program should be in a manner to ensure well planned accommodation (per week) for all the prescribed theoretical and practical courses in the particular semester.
- i) It is suggested that for the **first eight weeks** (at least), the theory for core and pedagogical courses in the first semester may be imparted @ Six hours per paper per week and @ Eight hours per paper per week respectively, and the preparatory sessions for SEP may be organized @ One and a half hour per paper per week; so that, the School Experience Program, thereafter, could be continued independently for the specified period in the First semester.

**List of Courses in B. Ed Program**

S. No	Course Code	Course Title	Credits/Total Teaching Learning Hours in the semester
<b>A. CORE COURSES</b>			
1	101	Philosophical Perspectives of Education	3/48
2	102	Education in Emerging Indian Society	3/48
3	103	Psychology of the Learner & the Teaching Learning Process	3/48
4	104	Policy Framework & Issues in Education	3/48
5	105	Curriculum, Instruction and Evaluation	3/48
6	106	ICT Mediated Education	3/48
<b>B. PEDAGOGICAL COURSES (any two)</b>			
7	107	Teaching of Hindi	4/64
8	109	Teaching of Sanskrit	4/64
9	111	Teaching of English	4/64
10	113	Teaching of Punjabi	4/64
11	115	Teaching of Urdu	4/64
12	117	Teaching of Mathematics	4/64
13	119	Teaching of Social Sciences	4/64
14	121	Teaching of Integrated Sciences	4/64
15	123	Teaching of Home Science	4/64
16	125	Teaching of Accountancy	4/64
17	127	Teaching of Business Studies	4/64
18	129	Teaching of Physics	4/64
19	131	Teaching of Chemistry	4/64
20	133	Teaching of Life Sciences	4/64
21	135	Teaching of Political Science	4/64
22	137	Teaching of Economics	4/64
23	139	Teaching of Geography	4/64
24	141	Teaching of History	4/64
<p>NB: Two courses are to be chosen from the listed Pedagogical Courses. <b>Courses 125 to 141 must be offered to an individual who possess the Master's Degree in the concerned/related subject.</b> The student with Master's Degree in Commerce is allowed to offer both the courses (Teaching of Accountancy and Teaching of Business Studies) simultaneously.</p>			

S. No	Course Code	Course Title	Credits/Total Teaching Learning Hours in the semester
<b>C. ELECTIVE COURSES (any one)</b>			
25	108	Educational Guidance and Counseling	4/64
26	110	Educational Technology	4/64
27	112	Inclusive Education	4/64
28	114	Educational Evaluation	4/64
29	116	School Organization and Management	4/64
30	118	Developing Computer Assisted Instructions	4/64
31	120	Value Education for Meaningful Existence	4/64
32	122	Conducting Classroom Research	4/64
33	124	Education for Healthy Mind and Body	4/64
34	126	Global Aspirations for Education	4/64
35	128	Environmental Education & Disaster Management	4/64
36	130	Educational Planning and Administration	4/64
37	132	Non-Formal Education	4/64
38	134	Elementary Education	4/64
39	136	Adult and Continuing Education: Social Concerns and Issues	4/64
40	138	Life Skills Education	4/64
<b>D. SCHOOL EXPERIENCE PROGRAM AND RELATED PRACTICALS</b>			
41	143	Teaching Skill Development Examination I	5/160
42	145	Teaching Skill Development Examination II	5/160
43	146	Integrating Technology with Education	3/96
44	148	Participation in Societal Development	3/96
45	150	Psychological Initiation to Educational Research	3/96
46	152	Educational Evaluation in School Environment	3/96
NB: Student can opt for only those elective courses which are offered by the concerned college.			

# Semester I

## (School Experience Program)

## School Experience Program (SEP)

All the Pupil Teachers must experience the school environment, the work field for the professional life of the teacher. The School Experience Program would be spread over to the first semester but, some of the data collected during experience may be analyzed, interpret and examined in the second semester. SEP would include experiencing the live school environment including the work culture, and the preparation for the same should initiate in the college. The Teacher Educators should orient the Pupil Teachers about the School Experience Program in the initial sessions, followed by sharing/imparting the teaching skills. Although they (the teaching skills) are part of the Core paper in the same semester, yet the lesson transactions in relation to teaching skills should proceed independently. The success of the School Experience Program depends upon the efforts of the stakeholders jointly but, the role of the Teacher Educators as ‘the potters’ crowns the list. Hence the Teacher Educators must share the ‘pious’ work of imparting and polishing the teaching Skills as a **Team Teaching** (Effort) and each one of should work as the skill master for a particular skill leading to sharing of, at least six core teaching skills, with the budding teachers. This must follow simulation sessions. Efforts would be made by the Teacher Education Institution to arrange schools for the School Experience Program in relation to admitted student - teachers.

## Outline for School Experience Program Duration: One Semester

### Stage I: Preparation for School Experience Program (SEP)

#### **Content Enrichment Program**

**Focused Theoretical Sessions: School and Classroom Environment, Importance of Planning Lessons, Components/Format of a Lesson Plan [especially Specific Objectives, Instructional Methods, Instructional Media (including Teaching Aids), Teaching Skills and related concepts of Micro Teaching and Simulation]  
Professional Ethics and Code of Conduct for Teachers**

This should include orientation about the workings of the school environment and the School Experience Program, preparations for the program, especially, outlining the components of a Lesson Plan, including general and specific objectives, and essentially, imparting the Teaching Skills. All this may be shared by the concerned Teacher Educator or the School Experience Program Coordinator, except the teaching skills, which should be shared through the joint efforts of the faculty members in the institution. It is necessary to add that Experts in Methodology (Teaching Method/Subject Educators) must have liberty to polish or share the components of the lesson plan as per their preferred teaching learning approach.

**Content Enrichment Program:** It should mark the initiation of School Experience Program. The Teacher Educators (Subject Experts) should encourage the pupil teachers to perform an informative study about the prevailing school curriculum & the prevalent text books at schools in different grades/classes. Existing School Curriculum & many prevalent text books, especially by NCERT, SCERT, CBSE and ICSE are available through their respective websites. Pupil teachers (by means of self study) must update the content knowledge in their respective teaching subjects.

**Focused Sessions:** Special sessions should be organized for sharing the importance of planning a lesson, components/format of a Lesson Plan, with focus on: Specific Objectives, Instructional Methods & Media. Attention should simultaneously be paid towards use of teaching aids. Efforts are also necessary to be directed towards imparting theory about Micro Teaching, Skills in Teaching, Simulation and indeed preparing Lessons for Micro teaching and Simulation sessions. The pupil teachers should be told about the criteria on which their lessons would be evaluated.

**Professional Ethics and Code of Conduct for Teachers:** Efforts should be made by the Teacher Educators to update budding teachers about the ethics prevailing in the teaching profession, and indeed share the code of conduct for teachers at school level.

### Stage II: Personalized Professional Sessions (SEP)

**Focused Sessions: Micro Teaching, Simulation, Book reviews, Case Study, Action Research, Standardized Psychological Testing, School Profile, Aspects in a school, Peer observation and Self appraisal.**

**Micro - Teaching Sessions: Six micro lesson transactions by the pupil teachers spread over to six working days.**

**Simulation Sessions: At least two per subject per student, spread over to ten working days.**

**Total Duration: Sixteen working days**

**Micro Teaching Sessions:** This would include conducting compulsorily the MT sessions, followed by Simulation. Six groups may be carved for the total strength of admitted students. Sessions for MT should be spread to six days, when each of the skill masters would be polishing each pupil teacher (for the particular teaching skill) in the group as an observer but, a different group on each day (rotation). Each pupil teacher would be transacting a planned micro lesson for that particular skill, followed by suggestions by the peer group & the Teacher Educator/Observer.

**Simulation:** Accumulating the experiences gained through MT sessions & the components of a fully fledged lesson plan, the teacher educators should get ready the pupil teachers to work with a combination of different teaching skills. At least two Model lessons for the particular subject should be demonstrated by the respective subject experts. This should follow Simulation sessions, with adequate written planning & use of the necessary teaching aids by the Pupil Teachers. This may boost up the confidence level of the budding teachers & give a firsthand experience to transact a plan with all the necessary components, especially focusing the integration of different Teaching Skills. As the duration of each simulated lesson may be around 35-40 minutes (followed by suggestions by the peer group & the observer) and the pupil teacher has to transact for two lessons in two different methods/subjects, therefore, at least ten days should be reserved for simulation sessions. Teacher Educators may observe & give suggestions to the student - teachers on rotation.

**School Environment related projects:** Teacher Educators should familiarize the budding teachers about the projects which they have to carry out simultaneously with the transaction of the prepared lessons. Special Sessions should be arranged to share the concepts and process of Book Reviews, Case Study, Action Research, Achievement Test conducting and data recording with analysis and interpretation (refer specific practical courses for coverage). It should also include sessions about preparing School Profile, Comparing for Aspects in the school, peer observation and maintain self appraisal record.



**Stage III: School Experience**

**Lessons - Plan and transact: At least 40 Lessons (20 in each method).**

**Lessons - Discuss with Subject Experts/Teachers: 05 in each subject**

**Peer Lesson Observation: 20**

**Lessons - Self Appraised: 20 in each subject**

**Duration : Thirty working days**

**School Experience:** All the pupil teachers will undergo full time intensive School Experience program for thirty working days during the first semester (preferably October 15<sup>th</sup> onwards) as per convenience of the respective Practice Schools. Pupil Teachers are required to prepare and transact at least twenty lessons for each pedagogical course, out of which five (in each subject) to be discussed with the Subject Expert, before particular lesson transaction. Minimum 50% of the lessons (at least ten in each subject) transacted by the student-teachers will be observed and evaluated by the faculty from the Teacher Education Institution. Twenty lessons transacted by peer in the same school have to be observed. For this, peer observation schedule (as developed, adopted or adapted by the Teacher Education Institution) may be used by the pupil teachers. A self appraisal record is also to be maintained by each pupil teacher, after each lesson transaction (at least twenty in each subject), which should also accommodate their daily experiences at the school. For appraisal of the lessons transacted, Teaching Skill Assessment Battery or any such scale may be used. Further, it is advised to conduct practice teaching in the nearby schools so that the Teacher Educators/supervisors and the pupil teachers could come back from the school to the college for discussion of Lesson Plans and so on, as and when required as per college schedule.

**Conducting Focused Studies:** Within the period of thirty school days, the pupil teachers should also conduct and gather data for the focused studies as such: Action Research, Case Study, Achievement Test Record, School Profile, School Aspect, Standardized Psychological Test and other school related activities.

**NB: The Pupil teachers should collect data (at the time of experiencing School Environment) in the first semester for the practical courses, as if, Case Study, Action Research, Achievement Test Record, School Profile, School Aspect; which are to be examined in the second semester.**

## **Evaluation**

Teacher Educators, indeed internal supervisors for the Pupil Teachers, act as examiners, with a continuous watch for the performance. But formally, External (University) evaluation will be done (First week of December) by a board of Examiners comprising of an Internal and External examiner as appointed by the University. For total 100 marks (in each course), External Examiner would award out of 60 and Internal Examiner would award out of 40. A criterion may be stated to quantify assessment in both the cases and will include the Lessons prepared and transacted, the related teaching aids, content knowledge of the pupil teacher in respective subject, Book Reviews, attitude and performance in Micro (teaching) and Simulation lessons, peer group observation and self appraisal records maintenance.

**Course Title: Teaching Skill Development Examination I****Course Code: 143****Credits****- 5****Time Allotted: 160****Hours****MM: 100 (External 60, Internal****40)**

Duration of School Experience program is one semester. During Micro - Teaching Sessions, Pupil teachers have to transact three planned Micro Lessons based on teaching skills. (Out of the total six Micro Lessons transacted, three would be examined as part of Second Teaching Skill Development Examination). Two full fledged lessons on pedagogy/subject must be planned and transacted sincerely in Simulation Sessions. After that, Pupil Teachers will experience school environment (full time) for thirty working days. Apart from cooperation/participation in different school activities, they must rigorously work for the professional development and maintain records as stated:

- Pupil Teachers are required to prepare and transact at least twenty lessons for pedagogical course, out of which five are to be discussed with the subject expert, before particular lesson transaction.
- Minimum 50% of the lessons (at least ten in the subject) transacted by the Pupil teachers must be observed and evaluated by the teacher supervisor from the Teacher Education Institution.
- Ten lessons transacted by peer in the same school have to be observed.
- Twenty Lessons are to be self appraised.

The Pupil Teachers are also required to conduct & record (written) a Book Review for school subject/level text book related to the pedagogical course for which they are professionally preparing.

**Evaluation:**

Teaching Skill Development Examination will be examined jointly by the External and Internal Examiners in the School Environment. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

<b>Components</b>	<b>Marks Division</b>
Final Lesson Observation as per specified parameters	<b>30</b>
Assessment (viva) for content knowledge (Teaching Subject I) of the pupil teacher	<b>10</b>
Visual Aids prepared and justification for using them in the Final Lesson transaction	<b>10</b>
Text Book Review (Teaching Subject I)	<b>10</b>
<b>Total</b>	<b>60</b>

Criterion for Internal Evaluation:

MM: 40

<b>Components</b>	<b>Marks Division</b>
Internal regular Observation as per specified parameters	<b>20</b>
Teaching Skills and Competencies Attitude & Performance in Micro lesson transaction (Three): 03 Attitude & Performance in Simulation lesson transaction (Two) : 04	<b>07</b>
Peer group observation (dedication in recording, learning and adaptability from peer behavior)	<b>05</b>
Self appraisal record maintenance (dedication in recording and learning day by day from self experience)	<b>04</b>
Text Book Review (Teaching Subject I)	<b>04</b>
<b>Total</b>	<b>40</b>
(Internal Evaluation should be on Continuous and Comprehensive basis.)	

**Course Title: Teaching Skill Development Examination II****Course Code: 145****- 5****160 Hours****Credits****Time Allotted:****40)****MM: 100 (External 60, Internal**

Duration of School Experience program is one semester. During Micro - Teaching Sessions, Pupil teachers have to transact three planned Micro Lessons based on teaching skills. (Out of the total six Micro Lessons transacted, three would be examined as part of First Teaching Skill Development Examination). Two full fledged lessons on pedagogy/subject must be planned and transacted sincerely in Simulation Sessions. After that, Pupil Teachers will experience school environment (full time) for thirty working days. Apart from cooperation/participation in different school activities, they must rigorously work for the professional development and maintain records as stated:

- Pupil Teachers are required to prepare and transact at least twenty lessons for pedagogical course, out of which five are to be discussed with the subject expert, before particular lesson transaction.
- Minimum 50% of the lessons (at least ten in the subject) transacted by the Pupil teachers must be observed and evaluated by the teacher supervisor from the Teacher Education Institution.
- Ten lessons transacted by peer in the same school have to be observed.
- Twenty Lessons are to be self appraised.

The Pupil Teachers are also required to conduct and record (written) a Book Review for school subject/level text book related to the pedagogical course for which they are professionally preparing.

**Evaluation:**

Teaching Skill Development Examination will be examined jointly by the External and Internal Examiners in the School Environment. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

<b>Components</b>	<b>Marks Division</b>
Final Lesson Observation as per specified parameters	<b>30</b>
Assessment (viva) for content knowledge (Teaching Subject II) of the pupil teacher	<b>10</b>
Visual Aids prepared and justification for using them in the Final Lesson transaction	<b>10</b>
Text Book Review (Teaching Subject II)	<b>10</b>
<b>Total</b>	<b>60</b>

Criterion for Internal Evaluation:

MM: 40

<b>Components</b>	<b>Marks Division</b>
Internal regular Observation as per specified parameters	<b>20</b>
Teaching Skills and Competencies Attitude & Performance in Micro lesson transaction (Three): 03 Attitude & Performance in Simulation lesson transaction (Two) : <u>04</u>	<b>07</b>
Peer group observation (dedication in recording and adaptability for peer behavior)	<b>05</b>
Self appraisal record maintenance (dedication in recording and learning day by day from self experience)	<b>04</b>
Text Book Review (Teaching Subject II)	<b>04</b>
<b>Total</b>	<b>40</b>
(Internal Evaluation should be on Continuous and Comprehensive basis.)	

# Semester II

## (Practical Courses)

**Course Title: Integrating Technology with Education****Course Code: 146****Credits - 3****Time Allotted: 96****Hours****MM: 100 (External 60, Internal 40)**

- **Multimedia Lesson Transaction (Individually):** Develop and Transact One ‘Technology - Supported’ Multimedia Lesson (any one Teaching Subject) during second semester, is compulsory for all student teachers. They would be transacting the Multimedia Lesson among the peer group in the college during Simulation for Multimedia Lesson, within specially arranged sessions in the regular time schedule.  
Multimedia Lesson in standard form should be based on the concept of Computer Based Instructional Courseware (as an aid to teach), and/or any other activity based upon concept of Computer Assisted Instructions. The Computer Based Instructional Courseware should be developed by the pupil-teachers using Multimedia (and Hyperlinks) relevant to the (sub) topic. They should identify websites relevant to the Teaching Subject, download and use content (text, images, videos, etc.) as per limits specified under Fair Use Guidelines for Educational Multimedia. This development and transaction must be an individual effort but, should be transacted systematically under the observation of a Teacher Educator and evaluated using common Multimedia Lesson Evaluation Rubric.
  
- **Project Based on The iNtegrating Technology for inquiry (NTeQ, pronounced “in-tech”) model (Group Efforts):** Create an Educational Multimedia Project (any one Teaching school subject and working with a small group) that showcases technology supported Project Based Cooperative Learning. For that the Pupil Teachers need to work on assumptions that:
  - ✓ they plan for the Unit (to be taught through technology and with the students working in a small group) as a ‘Subject Teacher’.
  - ✓ they work in the NTeQ model as if, the ‘students’ of the respective class would have worked as per guidance of the teacher.
  - ✓ they prepare the evaluation rubric as if, the ‘Subject teacher’ would set the criteria to evaluate the workings/outcome of the assigned task through technology.



The contents of the Educational MM Project should be:

- Unit Plan - Planning for the unit to be taught through Technology Integration
  - Record of all the activities completed through integration of different application software. (All planned activities are actually to be performed by the group, each on assuming role specified by the group co-ordinator)
  - Evaluation Rubric for the workings/outcome of the assigned task through technology.
- 
- **Computer Practical:** Testing for working with computer application software (as familiarized in the Theoretical paper), used in the Educational teaching - learning process.

Pupil Teachers should be attached to Teacher Educator(s) for individual/group subject specific guidance and progress observation in relation to Multimedia Lesson transaction and preparation of Project through NTeQ model. All Teacher Educators in the institution should jointly share Practical Work Load/Sessions.

**NB:**

This portion from the **Core Course (106) ICT Mediated Education** may be integrated for, and imparted in the hours allotted for this practical course. (Base for components of Practical)

- **Development of Computer Based Instructional Courseware**
- **Evaluation of lessons transacted through Computer Based Instructional Courseware (MM Lessons).**
- **The iNtegrating Technology for inquiry (NTeQ, pronounced “in-tech”) model**

**Evaluation:**

All the efforts will be jointly evaluated by an Internal Examiner and an External Examiner appointed by the University. The pupil teachers will be evaluated on the basis of the NTeQ model and the lessons they transact through technology. The Examiners may conduct viva through the digital copy (emailed to the concerned Teacher Educator) or print outs of the Educational Project and the Technology Supported Multimedia Lesson, and indeed viva must be focused upon use of computers in Education. At the time of computer practical, student teachers may be asked to use their practical knowledge and understanding to apply upon the assigned piece of work on computers within prescribed application software.

The efforts in the area of Multimedia Lesson transaction, NTeQ Project and Computer Practical are to be evaluated by the examiners in the ratio of **50:30:20**. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

<b>Components</b>	<b>Marks Division</b>
Viva for Multimedia Lesson transaction	<b>30</b>
Viva for Educational MM NTeQ Project	<b>18</b>
Computer Practical	<b>12</b>
<b>Total</b>	<b>60</b>

Criterion for Internal Evaluation:

MM: 40

<b>Components</b>	<b>Marks Division</b>
Multimedia Lesson transaction Observation / Evaluation through Rubric, Dedication and Viva	<b>20</b>
Educational MM NTeQ Project Performance Observation, Involvement in Group Efforts and Viva:	<b>12</b>
Computer Practical	<b>08</b>
<b>Total</b>	<b>40</b>

**Course Title: Participation in Societal Development****Course Code: 148****Credits - 3****Time Allotted: 96****Hours****MM: 100 (External 60, Internal 40)**

- **Community Service (Individually):** Learning to serve the community is one of the objectives of this course, and that has to be done simultaneously with developing other Academic/professional skills. It shall include a dedicated service to the community for 20 hours, at least 2 hours per day. This may comprise of serving the individuals at an Old age home, Blind home, Center of Children with Special needs or marginalized group, or even learning to literate adults or children around the institution. Students may also work for Campus (and surroundings) improvement and awareness campaign. The pupil teachers may work under supervision of Teacher Educators and maintain record of every visit.
- **Co-curricular Activities (Individually):** Let the pupil teachers understand the logic of the Preamble of Indian Constitution and its relevance to school's CCA program. The emphasis should be on the managerial/organizing skills for activities. Apart from activities to be held throughout the semester(s), at least two activities are to be organized during School Experience Program at the practice Teaching School, and (written) record for all is to be maintained. Especially, the original images and videos are to be shared among peer group and Teacher Educators through any social networking website, leading to formation of collaborative group every year and indeed an Alumni Association under the co-ordination of a Teacher Educator. Pupil teachers should be encouraged to organize and participate in: college, inter-college and University activities. **Local Field trips within NCR (Delhi) [purely optional]** may be organized to strengthen the human bonding.
- **Sports, Yoga and Life Skill activities (Individually):** Included with an objective of developing the physical and mental aspects for the personality, the admitted pupil teachers in a teacher training program should learn to, organize and participate, in sports and yoga activities. Initially, the institution must make it mandatory for the pupil teachers to participate in at least one workshop on 'theoretical and practical aspects of sports and yoga'. The institution should provide opportunities and support to the pupil teachers working in groups (in rotation) to get organized different events for indoor/outdoor games, at least two every month and guide the organizing group to learn about the sports event organized (in detail), evaluated by the viva for the theory and the experience accumulated in organization. The pupil teachers should learn at least Five Aasnaas and the Pranayaam. Also, at least Five Core Life Skills should be theoretically oriented and practiced by the Pupil Teachers. Practical records (as a sub section of CCA file) need to be maintained.

- **Socially Useful Productive Work (SUPW) (Individually):** The institution should create opportunities and make arrangements for the pupil teachers to learn activities listed for SUPW. The pupil teacher should opt to learn for any one activity.
  - Art and Craft Work
  - Clay Modeling
  - Domestic Use of Electric Gadgets
  - Gardening
  - Interior Decoration
  - Low Cost Teaching Aids.
  - Painting
  - Photography
  - Printing and Designing

Pupil Teachers should be attached to Teacher Educator(s) for Community Service Sessions. Guidance of experts in the field of Yoga, Sports and SUPW may be sought, if expertise of any Teacher Educator within the institution is not available. All Teacher Educators in the institution should jointly help organize CCA, and indeed make efforts to share Life Skills with the Pupil teachers themselves.

**Evaluation:**

All the efforts will be jointly evaluated by an Internal Examiner and an External Examiner appointed by the University. The basis of evaluation will be sincere efforts to learn about/organize/participate in the activities, and the viva-voce on the records submitted.

The efforts in the field of Community Service, Co-curricular Activities, Sports, Yoga and Life Skill activities and SUPW are to be evaluated by the examiners in the ratio of **25:25:25:25**. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

<b>Components</b>	<b>Marks Division</b>
Viva for Community Service	<b>15</b>
Viva for Co-curricular Activities	<b>15</b>
Viva for Sports, Yoga and Life Skills activities	<b>15</b>
Viva for SUPW	<b>15</b>
<b>Total</b>	<b>60</b>

Criterion for Internal Evaluation:

MM: 40

<b>Components</b>	<b>Marks Division</b>
Community Service Sincerity, Dedication and Viva	<b>10</b>
Co-curricular Activities Participation, Organization and Viva	<b>10</b>
Sports, Yoga and Life Skills activities Participation, Organization and Viva	<b>10</b>
SUPW Interest, Performance, and viva for the Final product	<b>10</b>
<b>Total</b>	<b>40</b>

**Course Title: Psychological Initiation to Educational Research**

**Course Code: 150****Credits - 3****Time Allotted: 96****Hour****MM: 100 (External 60, Internal 40)**

- **Case Study (Individually):** During School Experience Program, an individual effort by the pupil teacher has to be made to conduct one in-depth study (Case Study). Preference to be given for the cases covered under Special Educational Needs of Students, with a focus on, devising means and methods for sustaining their Inclusion in the educational mainstream.
- **Standardized Psychological Test (Individually):** One Psychological testing (using Standardized testing apparatus) is to be conducted, may or may not be in the school environment. The purpose is to learn conducting (individually) the Psychological test in the standard conditions, followed by systematic analysis and interpretation. Recording and reporting should be in written.
- **Action Research (Group Efforts):** One Action Research (Project) has to be conducted, as a Project Based Cooperative Learning effort. (Pupil Teachers to work in a small group). Recognizing the local problem and working over the same for solution in a systematic manner (as a group effort) is expected.

Recognition of the subject(s) and collection of data should be within SEP; analysis, interpretation, reporting and viva would be conducted in the second semester. Pupil Teachers should be attached to a Teacher Educator for individual/group guidance and progress observation in relation to the Case Study and the Action Research Project. All Teacher Educators in the institution should jointly share Practical Work Load/Sessions.

**NB:**

The theory for the above stated components may also include (for records and viva):

- **Case Study:** Meaning, need and importance. Steps for developing a Case Study. Case study tools. Using Case Study results.
- **Standardized Psychological Test:** Details of the chosen Psychological test along with difference between the 'Teacher made' and the 'Standardized test'.
- **Action Research:** Meaning of Action research, its importance. Principles of Action research. The Action research process and the tools.

**Evaluation:**

All the efforts will be jointly evaluated by an Internal Examiner and an External Examiner appointed by the University. The basis of evaluation will be Quality reflection in the records submitted and the viva-voce.

The efforts in the area of In-depth Study, Standardized Psychological Test and Action Research are to be evaluated by the examiners in the ratio of **40:30:30**. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

<b>Components</b>	<b>Marks Division</b>
Viva for In-depth Study	<b>24</b>
Viva for Standardized Psychological test	<b>18</b>
Viva for Action Research (Project)	<b>18</b>
<b>Total</b>	<b>60</b>

Criterion for Internal Evaluation:

MM: 40

<b>Components</b>	<b>Marks Division</b>
In-depth Study Performance Observation, Dedication and Viva	<b>16</b>
Standardized Psychological test Performance Observation, Dedication and Viva	<b>12</b>
Action Research (Project) Performance Observation, Involvement in Group Efforts and Viva	<b>12</b>
<b>Total</b>	<b>40</b>

**Important:** Teacher Educators should encourage/help the Pupil teachers for publication of the papers based on Action Research.

**Course Title: Educational Evaluation in School Environment**

**Course Code: 152**

**Credits - 3**

**Time Allotted: 96**

**Hours**

**MM: 100 (External 60, Internal 40)**

- **Achievement Test Record (ATR) (Individually):** During School Experience Program, the pupil teachers would not only learn to transact the planned lessons, but also, learn about evaluation of student's academic progress, and the related data analysis and interpretation procedures, compiled as ATR. Apart from the relevant theoretical base about evaluation, ATR should include a Question paper based on blue print, question wise analysis schedule, answer key, marking scheme, award list, Master Sheet, difficulty index, discriminatory value of the questions. Statistical Analysis should include calculating mean, median, mode and standard deviation, backed by histogram and frequency polygon. Achievement Test Record to be constructed, administered and evaluated in any one teaching subject. Achievement Test Recording is to be an individual effort.
  
- **Digital School Profile (Group Efforts):** Profile of the Practice teaching schedule to be developed. Aspects should be recorded digitally (text, images, videos, etc.). Digital copy (e-mailed to the concerned teacher) and print outs may be used for viva conduction in relation to the prepared School Profile. They also need to compare the standard theoretical expectancies with the experienced ground realities, i.e. actual conditions prevailing in the school selected for School Experience Program. Developing Profile of the School should be a group effort.
  
- **One Aspect of the School Environment (detail study) (Individually):** Out of the various aspects existing in the school environment, the pupil teachers are required to conduct an independent detailed study of any one of the aspect of the school environment. They also need to compare the standard theoretical expectancies with the experienced ground realities, i.e. actual conditions prevailing in relation to the aspect selected in the practice teaching school.
  
- **Review Right to Education Act (2009) OR system of Continuous and Comprehensive Evaluation (Individually):** The pupil teachers are required to either review Right to Education Act (2009) and draft a report on its status and implications for education thereon **OR** study and record the Continuous and Comprehensive Evaluation system as prevalent in the school in which their School Experience Program was conducted.

Data should be collected by the pupil teachers during School Experience Program; analysis, interpretation, reporting and viva would be conducted in the second semester.



Pupil Teachers should be attached to a Teacher Educator for individual/group guidance and progress observation in relation to preparation of ATR, School Profile and Reviews. All Teacher Educators in the institution should jointly share Practical Work Load/Sessions.

**NB:**

Theoretically the students should also be oriented about the concepts of Normal Distribution Curve, Correlation, Percentiles and their calculations. These may be examined through Viva for ATR along with other theoretical basics for Educational Evaluation.

**Evaluation:**

All the efforts will be jointly evaluated by an Internal Examiner and an External Examiner appointed by the University. The basis of evaluation will be Quality reflection in the records submitted and the viva-voce.

The efforts in the area of Achievement Test Record, Digital School Profile, Detailed School Aspect and Reviews are to be evaluated by the examiners in the ratio of **50:20:10:20**. The criterion may be as stated:

Criterion for External Evaluation:

MM: 60

<b>Components</b>	<b>Marks Division</b>
Viva for Achievement Test Record	<b>30</b>
Viva for Digital School Profile	<b>12</b>
Viva for Detailed School Aspect	<b>06</b>
Viva for Review	<b>12</b>

Total	<b>60</b>
-------	-----------

Criterion for Internal Evaluation:

MM: 40

<b>Components</b>	<b>Marks Division</b>
Achievement Test Record Performance Observation, Dedication and Viva	<b>20</b>
Digital School Profile Performance Observation, Involvement in Group Efforts and Viva	<b>08</b>
Detailed School Aspect Performance Observation, Dedication and Viva	<b>04</b>
Review Performance Observation, Dedication and Viva	<b>08</b>
Total	<b>40</b>

**Suggested Parameters for Internal Regular and Final Lesson Observation**

Parameters
Introduction to the topic
Questioning Skill and Elaboration
Presentation of the Content
Reinforcement, Use of Blackboard and Audio Visual Aids, Recapitulation
Discipline and Class Room Management
Overall Presentation (Communication Skills and Class Room Interaction)

**Suggested Bifurcation for Internal (Theory Courses) Marking**  
**25**

MM:

**A. Core Courses**

Criterion	Marks
Home Examinations	10
Two Best Assignments and related presentation (any one)	10
Regularity and Classroom Interaction	05
<b>Total</b>	<b>25</b>

**B. Pedagogical/Methodology Courses**

Criterion	Marks
Home Examinations	10
Method specific article/paper prepared in consultation with Method Teacher Educator and under guidance of Tutorial Teacher Coordinator (peer reviewed)	10
Regularity and Classroom Interaction	05
<b>Total</b>	<b>25</b>

**C. Elective Courses**

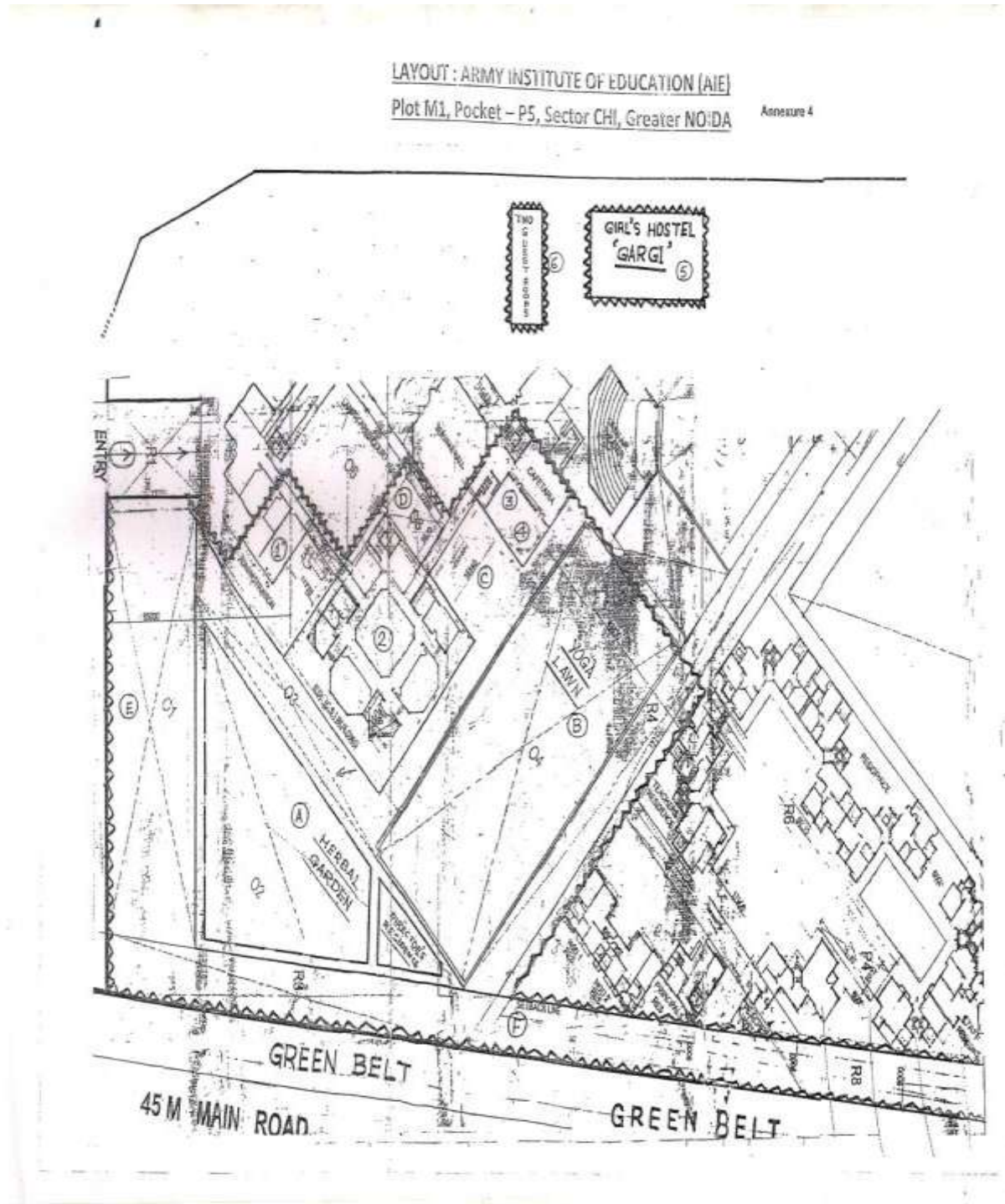
Criterion	Marks
Home Examinations	10
Elective specific article/paper prepared in consultation with (Elective) Teacher Educator and under guidance of Tutorial Teacher Coordinator (peer reviewed)	10
Regularity and Classroom Interaction	05
<b>Total</b>	<b>25</b>

**NB:**

- The articles/papers may be encouraged for publication in Educational (National / International) Journals or Method / Elective specific College publications/ journals. One hour (Bi-monthly) may be devoted towards Method / Elective tutorial sessions.**

Annexure – 4

**Master Plan of the Institute**



Annexure - 4

Tele & Fax : 26151564, 26152642  
 ASCON : 35538  
 E-Mail : [awesproject@gmail.com](mailto:awesproject@gmail.com)

Army Welfare Edn Society (AWES)  
 Adjutant General's Branch  
 Integrated HQ of MoD (Army)  
 Building No 202, Shankar Vihar  
 Delhi Cantt, New Delhi - 110010

B/45863/AIE/Constr/AWES

16 Jan 2015

Army Institute of Management &  
 Technology (AIMT)  
 Greater Noida - 201306

✓ Army Institute of Education (AIE)  
 Greater Noida - 201306

**DEMARICATION OF AREAS AND INFRASTRUCTURE: ARMY INSTITUTE OF  
 EDUCATION(AIE )AND ARMY INSTITUTE OF MANAGEMENT AND  
 TECHNOLOGY (AIMT)**

1. Army Institute of Management and Technology (AIMT) and AIE are located at Plot No M1, Pocket P-5, Sector- CHI, Greater NOIDA since 2004, in a total land area of 15.34 acres.
2. Overall land ownership of Plot No M1, Pocket P- 5, Sector- CHI, Greater NOIDA remains with **Army Welfare Education Society** with its Head Quarter at Plot No 202, Shankar Vihar, Delhi Cantt - 110010.
3. It is now proposed to demarcate the areas of **Army Institute of Education (AIE)** and **Army Institute of Management and Technology (AIMT)** in the same plot location in Greater NOIDA.
4. The following demarcation/allocation of areas is hereby ordered for the exclusive use of AIE, Greater NOIDA :-

(a) **Total Land Area.**

(i) Herbal Garden (Area -A)	-	2271.500 Sqm
(ii) Yoga Lawn (Area - B)	-	2640.000 Sqm
(iii) Cafeteria Lawn (Area - C)	-	270.000 Sqm
(iv) Back Area Seminar Hall (Area - D)	-	270.000 Sqm
(v) Entry Road & Parking Area Right of gate (Area - E)	-	915.000 Sqm
(vi) Road from Boundary Wall to Teacher's Hostel incl HOD/Principal Res (Area - F)	-	2400.000 Sqm

DIConstr/AIE Delhi Cantt All Corres

(1)

(vii)	Entrance AIE (Area – G)	-	176.000 Sqm
(viii)	Seminar Hall (Area – 7)	-	245.884 Sqm
(ix)	Academic Block (Area – 2)	-	673.361 Sqm
(x)	Land Area Girls Hostel (Area – 5)	-	886.286 Sqm
(xi)	Admin.Block (Area-1)	-	133.603 Sqm
(xii)	Cafeteria (Area-8)	-	303.779 Sqm
	<b>Total</b>	-	<b><u>11185.413Sqm</u></b>

(b) **Built Up Area (Marked 1 to 8).**

(i)	Admin Block (AIE Part) (Area -1)	-	133.603 Sqm
(ii)	Academic Block – Full (Area – 2) (BSc (CS) Bldg)	-	1780.840 Sqm
(iii)	<b><u>Cafeteria Block</u></b>		
	(aa) Cafeteria (Area-8)	-	303.779 Sqm
	(ab) Computer Lab on 1st Floor (1/4 <sup>th</sup> ) (Area – 3)	-	149.00 Sqm
	(ac) Library (3 <sup>rd</sup> floor) – Full (Area – 4)	-	565.328 Sqm
(iv)	Girls Hostel Building (Area – 5)	-	3051.294 Sqm
(v)	Common Room (Hostel Complex)	-	95.278 Sqm
(vi)	Two Guest Rooms (GF) (Area – 6)	-	142.040 Sqm
(vii)	Seminar Hall (Area – 7) *	-	245.884 Sqm
(viii)	Res Complex (HOD/Principal) (Area-9)	-	364.288 Sqm
(ix)	Teacher's Residence (05)	-	484.87 Sqm
(x)	Teacher's Hostel (03)	-	112.337 Sqm
(xi)	Essential Staff Residence (02)	-	291.628 Sqm
(xii)	M I Room *	-	29.99 Sqm
	* Sharing with AIMT		
	<b>Total</b>	-	<b><u>7750.159 Sqm</u></b>

-3-

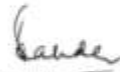
5. **Common Infrastructure.** The following facilities in the campus will be used by AIMT and AIE on common sharing basis:-

- (a) Sports Complex / Playfields
- (b) Auditorium
- (c) Seminar Hall
- (d) Facility Block

6. The balance of the areas remain with AIMT, Greater Noida.

7. Two copies of the sketch showing the demarcation of areas are attached.

8. Both the Institutes, AIMT and AIE, would be individually responsible for maintenance & upkeep of their respective areas and jointly for the common areas.



(Gulshan Sahdev)  
Col (Retd)  
Director Projects  
for Adjutant General

**Copy to: -**

HQ Western Command (AWES)  
Chandimandir

HQ Delhi Area (AWES Cell)  
Delhi Cantt 10

D/Constr/AIE Delhi Cantt All Copies

(iii)

**Annexure – 5a****Army Institute of Education  
Feedback on Curriculum**

Programme: B.Ed

Total Sample = 10

**SUB: (101) Education in Emerging Indian society**

Students are required to rate the courses on the following attributes using the 4 – Point scale shown. The format given is for one course. Do the same for other courses on separate page.

**Course-I**

<b><u>Parameters</u></b>	<b>A Very Good</b>	<b>B Good</b>	<b>C Satisfactory</b>	<b>D Unsatisfactory</b>
1. Depth of the course content including project work if any				
2. Extent of coverage of course				
3. Applicability / relevance to real life situations				
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5. Clarity and relevance of textual reading material				
6. Relevance of additional source material (Library)				
7. Extent of effort required by students				
8. Overall rating				



**Annexure – 5b****Army Institute of Education  
Feedback of Faculty****Programme: B.Ed****Total Sample = 10****SUB: (103) Psychology of the Learner & the Teaching****Name of Teacher: Dr. Sarita Verma**

Please rate the teacher on the following attributes using the 4-point scale shown

<b><u>Parameters</u></b>	<b>A Very Good</b>	<b>B Good</b>	<b>C Satisfactory</b>	<b>D Unsatisfactory</b>
1. Knowledge base of the teacher (as perceived by you)	6	4	-	-
2. Communication Skills (in terms of Articulation and comprehensibility)	5	5	-	-
3. Sincerity / Commitment of the teacher	4	6	-	-
4. Interest generated by the teacher	2	6	2	-
5. Ability to integrate course material with environment / other issues, to provide a broader perspective	2	6	2	-
6. Ability to integrate content with other courses	2	7	1	-
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	4	4	2	-
8. Ability to design quizzes / Tests / assignments / examinations and projects to evaluate students understanding of the course	2	6	2	-
9. Provision of sufficient time for feedback	1	6	3	-
10. Overall rating	1	9	-	-

**Annexure – 6**

Annexure - 6

**N. K. KEJRIWAL & CO.**  
Chartered Accountants

G-7 UGF ,GALI NO-3  
NEAR ARUNA PARK  
SHAKARPUR,DELHI-110092  
Mob: 91-8742922644  
Mob: 91-9386642444  
PH: 011-43574810  
E-Mail:nkk\_cadet@yahoo.co.in  
E-mail: ca\_ranjankumar@yahoo.co.in

To  
The Management  
Army Institute of Education  
Plot M-1, Pocket - 5  
Greater Noida  
Uttar Pradesh-201306

**Subject: Audit Report of Army Institute of Education for the year ending 31st March, 2015**

Dear Sir,

We have audited the attached Balance sheet and Income & Expenditure account of College account, Girls Hostel account, Capital fund & Corpus fund for the year ended on 31st March, 2015 which is in agreement with the books of accounts maintained by the Army Institute of Education.

These financial statements are the responsibility of the management. Our responsibility is to express opinion on these financial statements based on our Audit.

We conduct our audit in accordance with auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examination, on a test basis, evidence supporting the amount and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by the management as well as evaluating the overall financial statement presentation. Our Observations are as follows:

**1 INVESTMENT AND INTEREST EARNED**

Investment in Fixed Deposit amounting to Rs. 5,88,66,772.25/- in college account, Rs.31,43,248.05/- in Girls' hostel account & Rs. 1,69,56,710.50/- in Corpus fund account. Fixed Deposit were physically verified by us as on 15-06-2015 and found in order. Interest earned has been accounted for on the basis of as and when received, i.e., on receipt basis.

**2 FIXED ASSETS**

In College account Rs.13,33,151.33/- as against opening balance of Rs. 82,81,062.61/-. During the Year, an addition of Rs. 2,21,479.00/- has been made and property value of Rs. 58,78,862.28/- has been handed over to MES/Relieving Unit at Delhi Canteen, amount of Rs. 12,90,528.00/- received from auction value of computer and depreciation value of Rs. 70,96,933.92/- has been deducted. In Girls' Hostel account Rs. 2,44,655.84/- as against opening balance of Rs. 1,33,094.84/- as on 01-04-2014. During the year, addition of Rs. 1,11,561.00/- has been made. In Corpus Account Rs. 10,74,546.00/- as against same opening balance of Rs.6,23,687.00/- as on 01-04-2015. During the year, addition of Rs. 4,50,859.00/- has been made.



**3 CASH IN Hand**

Rs. 3,634.00/- & Rs. 6,362.00/- in College and Girls' Hostel account respectively.

**4 CASH AT BANK**

The bank balances in College account, Girls hostel account, Corpus fund account & Capital account are as follows:

Particulars	Balance as on 31-03-2015
College account	Rs. 44,34,913.62/-
Girls' Hostel account	Rs. 6,56,452.07/-
Corpus fund account	Rs. 20,08,623.63/-
Capital account	Rs. 3,862.08/-

The bank account of above accounts are maintained with Syndicate bank and reconciled as on 31-03-2015. These were checked and found some observations of College Account which are as follow:

- Cheque No: 205231 dated 14 August 2013 in favor of Mrs. Kanta Devi of Rs. 5,000.00/- is post dated, so it should be reversed.
- Two Cheque of Rs. 15,000.00/- each was deposited in Syndicate Bank Account, but bank has credited only lump sum amount of Rs. 20,000.00/- of one entry. As explained to us, AIE has written a letter to the bank for this case vide letter dated 22/01/2015.

**5 SUNDRY CREDITORS**

The balances in Sundry Creditors with College account, Girls hostel account, & Corpus fund account are as follows:

Particulars	Balance as on 31-03-2015
College account	Rs. 23,59,400.00/-
Girls' Hostel account	Rs. 8,60,529.00/-
Corpus fund account	Rs. 12,30,541.00/-

Rs. 23,59,400.00/- and Rs. 8,60,529.00/-, these amounts are refundable to the students, staff, contractor, payable AIMT towards electricity charges, housekeeping & Wi-Fi fee. Rs. 12,30,541.00 was payable to college account in the year 2011-12. As explained to us that this amount is not to be paid to the college account. It is suggested that the above amount should be merge with Reserve & Surplus account.



ARMY INSTITUTE OF EDUCATION, GREATER NOIDA  
(COLLEGE ACCOUNT)  
BALANCE SHEET AS ON 31-03-2015

LIABILITIES	AMOUNT	ASSETS	AMOUNT
<b>CORPUS FUND</b>	38,603,007.00	<b>FIXED ASSETS (PROPERTY)</b>	
<b>GENERAL FUND</b>		Opening balance	15,377,996.53
Opening balance	9,867,885.73	Add: Purchase during the Year	221,479.00
Less: Expenditure over Income	949,009.14		15,599,475.53
Add: Amount Received from		Less: Auction value of computer	1,290,528.00
APS-1 Delhi on auction of Com	55,830.00	Less: Property value Handeed over	
Add: Recd from HQ AWES Aid-		to MES/Relieving Unit at Delhi Car	5,878,862.28
In-Grant	400,000.00		
Add: Salary Payable(Rakesh)	16.00	Less: Depreciable Value	7,096,933.92
	9,374,722.59		1,333,151.33
<b>ASSET REPLACEMENT FUND</b>	3,621,189.91	<b>Depreciation Fund</b>	7,096,933.92
<b>ARF @ Depreciation Value</b>	7,096,933.92	<b>INVESTMENTS</b>	
		Fixed deposits	58,866,772.25
<b>TECHNICAL GRANT</b>		<b>CURRENT ASSETS</b>	
Opening Balance as on 01-04-2014	19,469,199.00	<b>LOANS &amp; ADVANCES</b>	
Add: Received During the year	100,000.00	<b>CASH &amp; BANK BALANCES</b>	
	19,569,199.00	Cash in hand	3,634.00
Less: Expended During The Year	1,719,657.00	Cash at bank	4,434,913.64
Less: Auction Value of Compute	1,290,528.00		4,438,547.64
Less: Property value Handeed over			
to MES/Relieving Unit at Delhi C	5,878,862.28		
	10,680,151.72		
<b>GRANT-IN-AID</b>			
Received from HQ AWES	400,000.00		
Less: Transferred to Gen Fund	400,000.00		
<b>CURRENT LIABILITIES</b>			
Security Deposits(Students)	545,000.00		
Security Deposits(Staff)	524,858.00		
Security Deposit(Student)	73,000.00		
Security Deposits(Contractor)	55,000.00		
Awards of excellence	22,500.00		
Sundry Creditors	1,139,042.00		
	2,359,400.00		
	<u>71,735,405.14</u>		<u>71,735,405.14</u>

Checked and found correct from the books of accounts produced before us for verification

For M/S N K KEJRIWAL & CO.

Chartered Accountants

FRM NO. 001/2015

CA Ranjan Kumar

Partner

M. No. 512223

DELHI

Place: Delhi

Dated: 03/07/2015

ARMY INSTITUTE OF EDUCATION  
GREATER NOIDA  
(COLLEGE ACCOUNT)  
Income & Expenditure Account for the Year Ended 31-03-2015

EXPENDITURE	AMOUNT	INCOME	AMOUNT
o Salary	5,035,681.00	By Admission Fee	201,000.00
* Security Services	326,309.00	" Tuition Fee	3,451,468.00
" Garden Upkeep & Maintenance	29,803.00	" Computer Fee	240,800.00
" Premises Upkeep & Maint	52,088.00	" Library Fee	150,500.00
" Printing & Stationery	85,597.00	" Sports Fee	60,200.00
" Conveyance	18,947.00	" Est & Dev Fee	1,000,055.00
" Telephone & Faxes	33,031.00	" Student Activity Fee	200,668.00
" Vehicle Running & Maint.	104,669.00	" Processing Fee	14,000.00
" Misc Exp	115,206.00	" Postage Charges Received	8,498.00
" News Papers and Periodicals	30,709.00	" Subscription for Vivaksha	20,500.00
" Postage Expenses	3,160.00	" Sale of Prospectus	205,900.00
" Electricity Expenses	2,035,396.00	" Elect Charges recd	91,184.00
" Photocopy Expenses	1,702.00	" Maint Charges accon	53,075.00
" Affiliation Expenses	60,000.00	" Water Charges	4,025.00
" College Functions	49,990.00	" 40% interest from Corpus	746,591.00
" Repair and Maint - Tech Eqpt	14,150.00	" Interest from FDs	1,951,536.22
" WAT-Conselling/Postage	12,658.00	" Interest From Term Deposit	4,453.99
" WAT-Printing&Stationery	67,941.00	" Interest from Credit Balance	172,733.65
" WAT- Advertisement	51,070.00	" University Fee	1,000,000.00
" WAT-Confidential Work	37,985.00	Wi Fi	232,400.00
" Honorarium Guest Lectures	50,400.00	Western Comd Youth Festival	281,851.00
" Advertisement	32,467.00	Expenditure over Income	949,009.14
" Picnic and Excursion	53,610.00		
" PDP Classes	65,250.00		
" Insurance vehl/property	20,687.00		
" Internet Expenses	366,714.00		
" Audit Fee	18,093.00		
" Photographs Expenses	2,660.00		
" Work Experience	2,414.00		
" Sports Expenses	40,533.00		
" Leave Encashment	208,268.00		
" Visit/ Inspection Charges	8,379.00		
" Printing of Mag/News Letter	88,373.00		
" Bank charges	2,133.00		
" House Keeping	294,309.00		
" Wi Fi	18,000.00		
" NAAC Registration Fee	26,090.00		
" Travelling Allowance & Daily Allowance	64,245.00		
" Gen Running & Maintenance	132,880.00		
" Water Charge	80,437.00		
" Professional Charges For TDS Return	27,562.00		
" University Fee	1,000,000.00		
" Western Comd Youth Festival	278,451.00		
	<u>11,040,247.00</u>		<u>11,040,247.00</u>

Checked and found correct from the books of accounts produced before us for verification

For M/S N.K.KEJRIWAL & CO.

Chartered Accountants  
Firm No. 0094/2010  
  
CA Ranjeet Kumar  
Partner  
M. No. 5122/2010

Place : Delhi  
Dated : 03/07/2015

## EXPENDITURE OUT OF TECH GRANT 2014-15

Ser No	On account of	Amount	Remarks
1	Payment of Lunch National 2013-14 Seminar	34,300.00	
2	Payment of TDS	1,730.00	
3	Payment of Photographs at National Seminar	3,500.00	
4	Payment for repair of wooden Work Register House	48,733.00	
5	Payment of White Wash/OBD Register House	53,262.00	
6	Payment for purchase of Edn Charts	2,016.00	
7	Payment for Subscribe of Journal	18,400.00	
8	Payment for Purchase of Software Lib Guru	99,917.00	
9	Payment of Purchase of Lib Books	9,689.00	
10	Payment for Purchase of Anti-Virus Software for 30 Computers	12,510.00	
11	Payment for ISO Certification	45,000.00	
12	Purchase of items for Smart Class	2,01,600.00	
13	National Seminar/Conference	1,00,000.00	
14	Renovation wk phase-I	10,89,000.00	
	<b>Total</b>	<b>17,19,657.00</b>	



**Annexure – 6**

**Audit Report 2013-14**

ARMY INSTITUTE OF EDUCATION  
GREATER NOIDA  
(COLLEGE ACCOUNT)  
Income & Expenditure Account for the Year Ended 31-03-2014

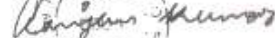
EXPENDITURE	AMOUNT	INCOME	AMOUNT
Salary	3,714,848.00	By Admission Fee	100,000.00
Security Services	402,264.00	Tuition Fee	3,417,072.00
Garden Upkeep & Maintenance	53,663.00	Computer Fee	238,400.00
Premises Upkeep & Maint	90,639.00	Library Fee	99,332.00
Printing & Stationery	58,132.00	Sports Fee	59,600.00
Conveyance	1,500.00	Eat & Dev Fee	974,888.00
Telephone & Faxes	12,438.00	Student Activity Fee	99,000.00
Vehicle Running & Maint	145,557.00	Processing Fee	17,000.00
Seminar, Conference & Symposia	113,092.00	Surashtra Kawach	120.00
Misc Exp	288,034.00	Sale of old Newspaper	1,220.00
News Papers and Periodicals	12,101.00	Sale of Prospectus	118,000.00
Postage Expenses	1,500.00	Elect Charges recd	42,042.00
Electricity Expenses	191,895.00	Maint Charges accon	24,500.00
Photocopy Expenses	3,821.00	Water Charges	2,100.00
Affiliation Expenses	75,000.00	Interest from FDs	244,496.99
College Functions	31,950.00	Interest From Term Deposit	9,187.50
Repair and Maint - Tech Eqpt	9,760.00	Interest from Credit Balance	201,405.02
WAT-Consulting/Postage	6,901.00	Expenditure over Income	2,047,083.49
WAT-Printing&Stationery	52,788.00		
WAT- Telephone Expenses	120.00		
WAT-Confidential Work	35,659.00		
Honorarium Guest Lectures	24,880.00		
Advertisement	74,778.00		
Picnic and Excursion	20,000.00		
EPF- Management share	6,279.00		
Pension Fund-Management Share	12,448.00		
DLI Management Share	780.00		
DLI Adm. Charges	16.00		
EPF- Adm. Charges	1,716.00		
Insurance veh	8,270.00		
Internet Expenses	4,921.00		
Audit Fee	7,800.00		
Photographs Expenses	1,200.00		
Computer Expenses	300.00		
Sports Expenses	13,750.00		
Leave Encashment	640,750.00		
Shifting Expenses (Tech Grant)	223,100.00		
Exp. on whitewash/Painting/Repair out of Tech	309,197.00		
Pest Control Principal Residence	7,000.00		
Purchase of Rubber Stamp	1,555.00		
Repair /Servicing AC (Tech Grant)	22,080.00		
Bank charges	1,571.00		
House Keeping	99,134.00		
Partition of Library	115,427.00		
Modernisation of common useFacilities	470,051.00		
Installation of Lease Line	69,000.00		
Installation of WI FI	250,000.00		
NAAC Registration Fee	28,254.00		
	<u>7,695,247.00</u>		<u>7,695,247.00</u>

Checked and found correct from the books of accounts produced before us for verification

For M/S N.L. KADRIWAL & CO.

Chartered Accountants

FRM No. 004325C



CA Rarjan Kumar

Partner

M. No. 512223

Place : Delhi

Dated : 27 July 2014

Total income	-	Rs 56,48,164.00
Total expenditure including Technical Grant	-	Rs 76,95,247.00
Less expenditure Technical Grant (See Annexure 6 )	-	Rs 22,60,801.00
Net expenditure College Account	-	Rs 54,34,446.00
Income over expenditure	-	Rs 2,13,718.00

2013-14

**Anneture-1****EXPENDITURE OUT OF TECH GRANT 2013-14**

<b>Ser No</b>	<b>On account of</b>	<b>Amount</b>	<b>Remarks</b>
1	Shifting Exps	2,23,100.00	
2	White Wash/Painting/Repair	3,09,197.00	
4	Pest Control	7,000.00	
5	Servicing of AC	22,080.00	
6	Partition/Computerisation/ Automation of Lib	1,16,427.00	
7	Modernisation of Common use Facilities	4,70,051.00	
8	Purchase of Lease Line	69,000.00	
9	Purchase of Wi-Fi	2,50,000.00	
10	National Seminar	1,00,000.00	
11	Purchase of Lib Books	89,777.00	✓
12	Purchase of Materess	2,36,208.00	
13	Purchase of Printers/Computers	13,860.00	
14	Purchase of Water Coolers	61,700.00	
15	Purchase of RO System	1,14,000.00	
16	Purchase of Photo Copier Machine	37,500.00	
17	Purchase of Electric Meter	40,901.00	
18	PDP Classes	1,00,000.00	
	<b>Total</b>	<b>22,60,801.00</b>	





Annexure – 6

Audit Report 2012-13

F.Y. 2012-13

**ARMY INSTITUTE OF EDUCATION**

**INCOME & EXPENDITURE ACCOUNT**  
For the Year ended on 31st March, 2013

EXPENDITURE	Amount(Rs.)	INCOME	Amount(Rs.)
Honorarium-Guest Lecturer	98500.00	Interest on FD	1339882.22
Bank Charges	3785.00	Interest on Term Deposit	37624.21
Computer Exps	1300.00	Sale of Prospectus	256485.00
Conveyance	4705.00	Sale of Old Newspaper	1032.00
DLI-Adm Charges	61.00	Interest From SB A/c	66276.57
DLI-Mment Share	3122.00	Vehicle Running	440.00
EPF-Adm Charges	6857.00	Processing Fees	11000.00
EPF-Mment Share	22950.00	Tuition Fees	3422800.00
Garden Upkeep & Maintenance	130089.00	Repair & Maint	5000.00
Internet Exps	24520.00	Admission Fees	100000.00
Photocopy/Printer maintenance	10342.00	Computer Fees	240000.00
Advertisement Exp	16273.00	EST-Development Fees	1000000.00
Misc Exps	17251.00	Rebate from Contractor	5100.00
News Paper & periodicals	9905.00	Library Fees	100000.00
Pension Fund	51978.00	Honorarium-Guest Lect	4000.00
Postage & Courier	3571.00	Sale of Tender Forms	6600.00
Premises Upkeep & Maint	149269.00	Sports Fees	60000.00
Printing & Stationary	24214.00	Student Activity Fees	100000.00
Salary	2789730.00	University Fees	1000000.00
Security Services & House keeping	500426.00	Interest on Cr Balance	57240.24
Seminar & Symposia	25950.00	WAT-Confidential Work	21230.00

Principal  
Army Institute of Education  
Date: \_\_\_\_\_  
22/13  
Ch. L. K. &

12-13

University Fees	100000.00	Garden Upkeep	58887.00
Telephone & Fax Exps	29056.00	Premises Upkeep	56886.00
Vehicle Running & Maint	48065.00	Audit Fee	536.00
Picnic & Exursion	12000.00	Journals	950.00
College Function	4980.00		
WAT-Advertisement	52414.00		
WAT-Confidential	79956.00		
WAT-Misc	2303.00		
WAT-Counseling & Postage	5000.00		
Insurance	14321.00		
Photograph Exp	800.00		
Affiliation & Other Fees	120000.00		
Genet Running & Maintenance	8100.00		
Journals	6330.00		
Repair & Maint of Tech Eqpt	9280.00		
TA/DA	13598.00		
WAT-Printing & Stationery	41500.00		
Audit Fees	11620.00		
Sports Expense	520.00		
Electricity Exp	189543.00		
<u>Intt On Investment &amp; Corpus</u>			
Provision for Depreciation	749022.43		
Asset Written Off	84479.66		
Excess of Income Over Expenditure	1592293.15		
<b>TOTAL(Rs.)</b>	<b>7949979.24</b>	<b>TOTAL(Rs.)</b>	<b>7949979.24</b>

For KAPIL SACHDEVA & CO.  
CHARTERED ACCOUNTANTS

KAPIL SACHDEVA  
FCA, Partner

PLACE: NEW DELHI  
DATED:-

**PRINCIPAL**  
Principal  
Army Institute of Education,  
Greater Noida

**REGISTRAR**

Annexure – 6



## Audit Report 2011-12

F.Y. 11-12

**ARMY INSTITUTE OF EDUCATION**

**INCOME & EXPENDITURE ACCOUNT**  
For the Year ended on 31st March, 2012

EXPENDITURE	Amount(Rs.)	INCOME	Amount(Rs.)
Honarium-Guest Lecturer	17250.00	Interest on FD	1276397.41
Bank Charges	1633.95	Interest on Term Deposit	57068.28
Computer Exps	22963.00	Sale of Prospectus	310950.00
Conveyance	7844.00	Sale of Old Newspaper	11115.00
DLI-Adm Charges	73.00	Interest From SB A/c	102017.58
DLI-Ment Share	3701.00	Reimbus of Electricity-Girls Hostel	243645.00
EPF-Adm Charges	6139.00	Tech Grant	800000.00
EPF-Ment Share	27195.00	Tuition Fees	3394319.00
Garden Upkeep & Maintenance	226442.00	Photocopy Exps & Printer Maint	3116.00
College Functions	10120.00	Admission Fees	112000.00
Internet Exps	25103.00	Computer Fees	240400.00
Photocopy/Printer maintenance	3544.00	EST-Development Fees	1001666.00
Advertisement Exp	2911.00	GOC Welfare Fund Grant	63135.00
Misc Exps	70947.00	Library Fees	100166.00
News Paper & periodicals	11111.00	Rebate-Contractor	11000.00
Pension Fund	61588.00	Sale of Tender Forms	7500.00
Postage & Courier	2000.00	Sports Fees	60100.00
Premises Upkeep & Maint	155212.00	Student Activity Fees	100166.00
Printing & Stationary	108711.00	University Fees	1666.00
Salary	3832230.00	Reimbus Of WAT-Confidential Work	24984.00
Security Services & House keeping	519695.00		
Seminar & Symposia	55483.00		


  
 Registrar  
 AIE, Delhi Cantt

11-12

WAT-Advertisement	47250.00		
Telephone & Fax Exps	34339.00		
Vehicle Running & Maint	30032.00		
Picnic & Exursion	10000.00		
Shifting Exp	9110.00		
Faculty Development	36000.00		
WAT-Confidential	21076.00		
WAT-Telephone	525.00		
WAT-Counselling & Postage	18485.00		
Insurance	8993.00		
Photograph Exp	17200.00		
Affiliation & Other Fees	160000.00		
Genset Running & Maintenance	3720.00		
Journals	4945.00		
Repair & Maint of Tech Eqpt	31030.00		
TA/DA	18825.00		
WAT-Printing & Stationery	47895.00		
Audit Fees	15441.00		
Leave Encashment & Gratuity	274165.00		
Prospectus Exp	1700.00		
Honorarium	73500.00		
Electricity Exp	29145.00		
<b>Intt On Investment &amp; Corpus</b>			
Provision for Depreciation	588307.54		
Asset Written Off	59924.13		
Excess of Income Over Expenditure	1211885.65		
<b>TOTAL(Rs.)</b>	<b>7921399.27</b>	<b>TOTAL(Rs.)</b>	<b>7921399.27</b>

For KAPIL SACHDEVA & CO.  
 CHARTERED ACCOUNTANTS  
*Kapil Sachdeva*  
**KAPIL SACHDEVA**  
 FCA, Partner



*[Signature]*  
 Atty **PRINCIPAL**  
 Delhi Cantt.

*[Signature]*  
**Col**  
**REGISTRAR**  
 Reg strar  
**AIE, Local Cantt**

PLACE: NEW DELHI  
 DATED:- 14-09-2012

**Annexure 6**

**Audit Report 2010-11**

**ARMY INSTITUTE OF EDUCATION**  
**INCOME & EXPENDITURE ACCOUNT**  
For the year ended 31st March, 2011

Previous year	EXPENDITURE	Amount(Rs.)	Previous year	INCOME	Amount(Rs.)
				<b>Grant - in -Aid</b>	
2152.00	Advertisement	59922.00	5000000.00	Technical grant	2000000.00
32000.00	Affiliation & Other Fees	145000.00	0.00	Technical grant(Herbal)	10000.00
7865.00	Audit Fees	11000.00	120000.00	command welfare fund	0.00
2196.50	Bank Charges	1846.75		<b>Fee From Students</b>	
0.00	College Functions	38966.00	100000.00	Admission Fee	100000.00
5350.00	Computer Wxps	10416.00	240000.00	Computer Fees	240000.00
2220.00	Conveyance	4897.00	500000.00	EST- Development Fees	500000.00
18289.00	College Functions	0.00	230.00	Late Fee	350.00
88.00	DLI-Adm Charges	93.00	100000.00	Library Fees	100000.00
4362.00	DLI-M'ment Share	4560.00	60000.00	Sports Fees	60000.00
83488.00	Electricity Exps	407863.00	3259050.00	Tuition Fees	3258625.00
9592.00	EPF-Adm Charges	10026.00	100000.00	Students Activity Fee	100000.00
32011.00	EPF-M'ment Share	33493.00			
74587.00	Garden Upkeep & Maintenance	144155.00		<b>Sale Realisation</b>	
950.00	Genset Running & Maintenance	4020.00		Rebate Contractors	15000.00
5999.00	Herbal Garden Exps	375.00	15000.00	Sale of Forms	5400.00
13400.00	Honorarium - Guest Lecturer	115000.00	2200.00	Sale of old Newspaper	2280.00
14965.00	Insurance	1882.00	920.00	Sale of Prospectus	233815.00
15637.00	Internet Exps	18406.00	255850.00		
4840.00	Journals	6245.00		<b>Other Sources</b>	
0.00	Leave Encashment & Gratuity	129260.00		Photocopy Exps & Printer Main.	101.00
30073.00	Misc Exps	44283.00		Interest on FD	5164574.23
7061.00	News Paper & periodicals	9936.00	5221349.30	Interest on saving Bank	7372.56
72616.00	Pension Fund	75820.00		Interest on Term Deposit	565575.80
200.00	Photographs Exps	10150.00		Forfieted Amount	13983.00
4000.00	Postage & Courier	4500.00	11086.00		
79393.00	Premises Upkeep & Maint	129849.00			
90452.00	Printing & Stationery	106247.00			

10835.00	Photocopy Exps & Printer Main.	0.00			
0.00	Repair & Maint of Bldg	18000.00			
27990.00	Repair & Maint of Tech Eqpt	84948.00			
5024187.00	Salary	4645936.00			
310223.00	Security Services & House keeping	352413.00			
50413.00	Seminars & Symposia	9349.00			
11543.00	Sport Exps	3132.00			
6782.00	TA/DA	10918.00			
36010.00	Telephone & Fax Exps	32847.00			
88433.00	Vehicle Running & Maint	78167.00			
42366.00	Wat-Advertisement	45950.00			
24208.00	Wat-Confidential Work	34853.00			
10789.00	Wat-Counselling/Postage	60729.00			
46691.00	Wat-Printing & Stationery	54102.00			
0.00	Wat-Telephone Exps	200.00			
8513.00	Work Experience	170.00			
	<u>Intt on Investment &amp; Corpus</u>				
1739279.00	50% Plugh back to corpus	1883690.00			
1739279.00	50% Plugh back to Asset Rep. Fund	1883690.00			
630812.07	Depreciation	535968.34			
0.00	Assets Written Off	31596.69			
4563525.73	Net Surplus for the year	1104008.81			
14985465.30	TOTAL(Rs.)	12376876.59	14985465.30	TOTAL(Rs.)	12376876.59

"AS PER OUR REPORT OF EVEN DATED ATTACHED"

For KAPIL SACHDEVA & CO.

CHARTERED ACCOUNTANTS

*Kapil Sachdeva*  
(KAPIL SACHDEVA)

FCA, Partner

PLACE: NEW DELHI

DATED: 20.08.2011


*Neeraj*  
Principal  
Army Institute of Education  
Delhi

*Col. J. J. J.*  
Registrar  
AIR, Delhi Cantt  
REGISTRAR

Annexure - 7

Annexure - 7

राष्ट्रीय अध्यापक शिक्षा परिषद्  
 (एन सी टी ई अर्वा एन सी ई आर एन सी ई आर)  
 उत्तर क्षेत्रीय समिति


**NATIONAL COUNCIL FOR TEACHER EDUCATION**  
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)  
**NORTHERN REGIONAL COMMITTEE**

Office :- A-46, Shanti Path, Tilak Nagar, Jaipur - 302004  
 Website : <http://www.ncte-in.org> E-mail : [naic@nctee.com](mailto:naic@nctee.com)  
 Ph. No. :- 0141-2623901, 2623661 Fax No. :- 0141-2620116

By Fax / Speed Post / Registered  
5<sup>th</sup> July, 2003

FNR/NCTE/F-3/DH-178/2003/2375

### ORDER

Army Institute of Education, Ring Road, Kandhar Lines, Delhi Cantt, New Delhi - 110010 had submitted an application to the Northern Regional Committee of National Council for Teacher Education for grant of recognition for 100 (One Hundred) seats in B.Ed. course of One year duration in terms of Section 14 (1) of the NCTE Act, 1993.

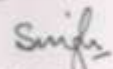
2. On scrutiny of the application submitted by the institution, the documents attached therewith and the input received from the visiting team, the Committee has noted the following :-

- i. The institution has acquired the land for setting up the teacher education institution.
- ii. The institution has constructed the building for conducting the course on the above mentioned land.
- iii. The institution has created an Endowment Fund of Rs. 5,00,000/- (Rupees Five Lacs Only); and a Reserve Fund of Rs. 3,00,000/- (Rupees Three Lacs Only).
- iv. The institution has initiated the process for recruitment of Principal / Head of Department and teachers for the said course.

3. Now, therefore, in exercise of the powers vested under Section 14 (3) (a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to Army Institute of Education, Ring Road, Kandhar Lines, Delhi Cantt, New Delhi - 110010 for an intake of 100 (One Hundred) seats in B.Ed. course of One year duration from the academic session 2003-2004 subject to fulfilment of the following before the commencement of the session :-

- (a) Appointment of the faculty members duly qualified and staff as per the norms of NCTE/State Govt./UGC is to be completed before the commencement of the session.

Contd. 2...

CTC  
  
© Government of India, Ministry of Education, New Delhi, 2003-04, Sec-72

:: - 2 - ::

- (b) The countersigned statement of all faculty members from the Registrar of the concerned University should be submitted before the commencement of the academic session 2003-2004.
- (c) The institution shall adhere to all the other regulations and guidelines as framed by NCTE from time to time.
- (d) The institution shall within ONE MONTH of the receipt of recognition order, convert the Endowment Fund account into a joint account in the form of FDR for a period of not less than SIXTY MONTHS (Five years) in a Nationalized Bank only (and not any other certificate) to be operated along with an official of the Regional Committee.
- (e) That the Reserve Fund for an amount equal to three months salary of the staff be maintained, in the form of FDR in favour of the management / institution, for a period of not less than SIXTY MONTHS (Five years) in a Nationalized Bank.
- (f) Submission of proof of purchase of equipments, multiple sets of science apparatus and chemicals and consumables (all the receipts and records in the accession register).
- (g) Submission of proof of purchase of equipments, and instruments for simple experiments in the psychology lab (all the receipts and records in the accession register).
- (h) Submission of proof of establishment of educational technology lab.
- (i) The institution must submit the compliance of all the above mentioned conditions along with the supporting documents and records before the commencement of the academic session duly authenticated by the Director and Principal of the institution.
- (j) Non-compliance of the above mentioned conditions shall cause action under section 17 (1) of NCTE Act, 1993.
4. Recognition is subject to the condition that the affiliating University shall ensure that, among other things, the institution has appointed required number of faculty members (including Principal / Head of Department), as per the norms of the NCTE / UGC / Affiliating University.
5. Further, the recognition is subject to, fulfilment of all such other requirements as may be prescribed by other regulatory bodies like UGC and State Government, etc.
6. The institution shall submit to the Regional Committee a **Self-Appraisal Report** at the end of each academic year along with a copy of the approval of the affiliating University / State Directorate of Education about the appointment of faculty members and the Statement of Annual Accounts duly audited by a Chartered Accountant.

Contd. 3...

etc

Singh

Principal  
Army Institute of Education  
Greater Noida



7. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and /or Order made or issued thereunder, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

8. Please acknowledge receipt of this order together with its enclosures.

By Order,

Regional Director

The Manager,  
Government of India,  
Department of Publications, (Gazette Section),  
Civil Lines,  
Delhi - 110054.


Copy to :-

1. The Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, Shastri Bhawan, New Delhi.
2. The Education Secretary, Government of Delhi, Delhi.
3. The Director, Directorate of Higher Education, I/c Teacher Education, Government of Delhi, Delhi.
4. The Registrar, Guru Gobind Singh Indraprasth University, Delhi - to ensure compliance of the clause 4 of the recognition order, in case the institution is not found to have complied with the said requirements, the University shall withhold the affiliation and report the same to NRC, NCTE.
5. The Member Secretary, National Council for Teacher Education, I.P.Estate, I.G.I.Stadium, New Delhi - 110002.
6. The Chairman, **Army Institute of Education, Ring Road, Kandhar Lines, Delhi Cantt, New Delhi - 110010** - A copy of the procedure for creation of Endowment Fund and Reserve Fund is enclosed.
7. The Under Secretary, Computer Section, NCTE, I.P.Estate, I.G.I.Stadium, New Delhi - 110002.
8. The Computer Cell (NRC), Jaipur.

Regional Director

Appendix E

उत्तर क्षेत्रीय समिति  
उच्च शिक्षा परिषद्  
(एन सी टी ई के एक क्षेत्रीय संस्थान)



NCTE

Northern Regional Committee  
National Council for Teacher Education  
(A Statutory Body of the Government of India)

Date: **29 MAY 2013**

F.NR/NCTE/DH-178/214<sup>th</sup> meeting/2013/45997-4600

To,  
The Chairman/Secretary,  
Army Welfare Education Society (AWES),  
Building No-202, Shaheed Vihar,  
New Delhi-110019

Ref:- File No. DH-178

Sub:- Consideration of case of Army Institute of Education, Flat No. M-1, Pocket-5, Greater Noida-201308, UP regarding permission for change of premises under clause 8(11) of the NCTE Regulations, 2009.

Sr,

The institution namely Army Institute of Education, Ring Road, Kandhar Lines, Delhi Cantt, New Delhi-110019 was granted recognition vide NRC, NCTE order No. F. NR/NCTE/F-3/DH-178/2009/2349-2377 dated 05.07.2009.


Subsequently, the institution sought for permission for change of premises to Army Institute of Education, Flat No. M-1, Pocket-5, Greater Noida-201308, UP under clause 8(11) of the NCTE Regulations, 2009.

The Northern Regional Committee in its 214<sup>th</sup> meeting held from 24<sup>th</sup> to 25<sup>th</sup> April, 2013 finally considered the case of the institution and decided the following:-

The original file of the institution and visiting team report along with other related documents, NCTE Act, 1993, Regulations and Guidelines of NCTE published from time to time were carefully considered by NRC in detail and following observations was made:

- *Shifting of premises from Kandhar Line, Ring Road, Delhi Cantt. to Flat No. M-1, Pocket 5, Greater Noida-201308 is permitted.*


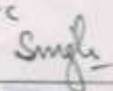
In view of the above the institution is allowed to shift its premises to Army Institute of Education, Flat No. M-1, Pocket-5, Greater Noida-201308, UP under clause 8(11) of the NCTE Regulation 2009.

Yours faithfully,  
  
(Dr. Man Kishore)  
Regional Director

**Copy to:**

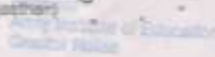
1. The Principal/Correspondent, Army Institute of Education, Flat No. M-1, Pocket-5, Greater Noida-201308, UP
2. The Principal Secretary, (Higher Education), Govt. of Uttar Pradesh, Ground Floor, Room No. 2, Sachiv Bhawan, Secretariat, Lucknow-226001, Uttar Pradesh.
3. The Registrar, Guru Gobind Singh Indraprastha University, Sector-16C, Dwarka, Delhi-110075.

Principal  
Army Institute of Education  
Greater Noida


Regional Director  
  
CTC  


---

20158, Kaveri Path, Near Mansarovar Stadium, Mansarovar, Jaipur -302 003 ( Rajasthan )  
Phone : (0141)-2390054, 2390210, Fax : 0141-2390067  
E-mail : nrc@ncte-india.org, Website : www.ncte-india.org

  
Army Institute of Education  
Greater Noida

उत्तर क्षेत्रीय समिति  
**राष्ट्रीय अध्यापक शिक्षा परिषद्**  
 ( भारत सरकार का एक विधिक संस्थान )

  
 नृसुधुलनो धाम  
 NCTE

Northern Regional Committee  
**National Council for Teacher Education**  
 (A Statutory Body of the Government of India)

F. No./NRC/NCTE/DH-178/2015 / 90811

Date: 10 MAR 2015

**TO BE PUBLISHED IN GAZETTE ON INDIA PART III SECTION 4**

**ORDER**

**WHEREAS**, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014,

**AND WHEREAS**, the institution **Army Institute of Education, Plot No. M-1, Pocket-5, Greater Noida-201308, Uttar Pradesh** has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed., which require additional facilities.

3. **AND WHEREAS**, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely,

- (i) The institution shall create additional facilities that include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- (ii) The application-Institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.
- (iii) The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these condition by 20 February, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

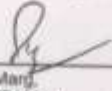
4. **Now therefore**, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Northern Regional Committee, NCTE hereby grants recognition to **Army Institute of Education, Plot No. M-1, Pocket-5, Greater Noida-201308, Uttar Pradesh** for conducting B.Ed. programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-2016 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UOC, affiliating University /Body, the State Government etc. as applicable.

6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

7. The institution shall maintain & update its website as per provisions of NCTE Regulations and always display following as mandatory disclosure.

- (a) Sanctioned programmes along with annual intake in the institution.
- (b) Name of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- (c) Name of faculty members who left of joined during the last quarter.



4th Floor, Jeevan Nidhi-II, LIC Building, Ambedkar Circle, Bhawani Singh Marg,  
 Jaipur -302 005 (Rajasthan), Phone:(0141)- 2744288, 2744635, Fax : 0141-2744173  
 E-mail : nrc@ncte-india.org, Website : www.ncte-india.org

17/02/15  
SIL

(5)

(d) Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.

(e) Fee charged from students.

(f) Available infrastructural facilities.

(g) Facilities added during the last quarter.


(h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter.

(i) The affidavit with enclosure submitted along with application.

(j) The institution shall be free to post additional relevant information, if it so desires.

(k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order,  
  
(Dr. L.K. Mansoori)  
Regional Director

The Manager to Govt. of India,  
Department of Publications, (Gazette Section)  
Civil Lines, Delhi - 110 054

Copy to:-

1. The Principal, Army Institute of Education, Plot No. M-1, Pocket-5, Greater Noida-201308, Uttar Pradesh
2. The Secretary / Correspondent, Army Welfare Education Society (AWES), Adjutant General's Branch, Army Headquarters, Building No. 2, Shankar Vihar, New Delhi -110010.
3. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001
4. The Principal Secretary, (Higher Education) Govt. of Uttar Pradesh, UP Civil Secretariat, Annex Bhawan 5th Floor, Room No. 501, Lucknow-226001, Uttar Pradesh,
5. The Registrar, Guru Gobind Singh Indraprastha University, Sector-16 C, Dwarka, Delhi-110075
6. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
7. Office order file/ Institution file

संख्या-367/संसाधन-2-2013-15(451)/2011

श्री. रामचन्द्र प्रसाद,  
मुख्य अधिकारी,  
आर्य वीर्य भवन.

श्री. सुभाषचंद्र,  
मुख्य शिक्षक,  
आर्य वीर्य भवन, दिल्ली.

संख्या-367/संसाधन-2-2013-15(451)/2011 दिनांक: 07 मार्च, 2013

विषय: आर्य वीर्य भवन एजुकेशन सोसाइटी, आर्य इंडस्ट्रियल, नई दिल्ली द्वारा संघर्षित आर्य इंस्टीट्यूट ऑफ एजुकेशन, दिल्ली की ओर गैर नोपडा, 3000 में संघर्षित किये जाने हेतु अनुरोध के संबंध में।

श्री. सुभाषचंद्र, आर्य वीर्य भवन एजुकेशन सोसाइटी, आर्य इंडस्ट्रियल, नई दिल्ली द्वारा संघर्षित आर्य इंस्टीट्यूट ऑफ एजुकेशन, नई दिल्ली, को मुख्य शिक्षक सिद्ध इन्द्रप्रस्थ विश्वविद्यालय, अग्रणी गेट, नई दिल्ली से संबद्धता प्राप्त है, जो संघर्ष में रेगुलरेशन नगरन की सी0सी0 दिल्ली के पत्र दिनांक 28 मार्च, 2012 द्वारा संस्था द्वारा एम्ब साधार से आगे उक्त शैक्षणिक के गैर नोपडा दिनांक शैक्षणिक में स्थिति कर संघर्षित करने हेतु अनुरोध दिने जाने का अनुरोध किया गया है।

2- इस संबंध में संस्था के अनुरोध पर तत्काल विचारोपरान्त यह प्रयास किया गया कि उक्त आर्य वीर्य भवन की शैक्षणिक और शैक्षणिकों को नवी व उच्च शिक्षा उपलब्ध करने की दृष्टि से सी0सी0 दिल्ली का संघर्षित नई दिल्ली की शिक्षा परिषद में क्या प्रस्ताव है एवं गैर नोपडा शिक्षा परिषद में प्रस्तावित है।

3- आर्य वीर्य भवन एजुकेशन सोसाइटी, आर्य इंडस्ट्रियल, नई दिल्ली द्वारा किये गए उक्त अनुरोध के क्रम में मुझे यह पत्र पढ़ने का निर्देश हुआ है कि मैंने कितने वर्षों के दिनों के दृष्टिकोण आर्य इंस्टीट्यूट ऑफ एजुकेशन, दिल्ली की ओर संघर्षित सी0सी0 दिल्ली को मुख्य शिक्षक सिद्ध इन्द्रप्रस्थ विश्वविद्यालय, नई दिल्ली से संबद्धता के विषय पर विचार में गैर नोपडा शिक्षा परिषद में संघर्षित करने हेतु उक्त साधार की अनुरोधित प्रस्तावित शर्तों के अन्तर्गत प्रदान की जाती है :-

- 1) साधार इंस्टीट्यूट, सोसाइटी का नवीनकरण संघर्षित कराना पड़ेगा।
- 2) उक्त आर्य वीर्य भवन शिक्षा परिषद, गैर नोपडा में स्थिति किया जायेगा, इसलिए संस्था को इच्छा समिति में कुलपति, सी0 वीर्य भवन शिक्षा परिषद, गैर नोपडा नमित एक प्रस्ताव होगा।

-2-

*Smily*

*Ami*

1. संस्थान के कर्मियों के कार्य में प्रवेश करने पर संस्थान के रक्षा विभाग के कार्मिकों को प्राथमिकता प्रदान की जाएगी।
2. संस्थान के कर्मियों के कार्य में प्रवेश करने पर संस्थान के रक्षा विभाग के कार्मिकों को प्राथमिकता प्रदान की जाएगी।
3. संस्थान के कर्मियों के कार्य में प्रवेश करने पर संस्थान के रक्षा विभाग के कार्मिकों को प्राथमिकता प्रदान की जाएगी।
4. संस्थान के कर्मियों के कार्य में प्रवेश करने पर संस्थान के रक्षा विभाग के कार्मिकों को प्राथमिकता प्रदान की जाएगी।
5. संस्थान के कर्मियों के कार्य में प्रवेश करने पर संस्थान के रक्षा विभाग के कार्मिकों को प्राथमिकता प्रदान की जाएगी।
6. संस्थान के कर्मियों के कार्य में प्रवेश करने पर संस्थान के रक्षा विभाग के कार्मिकों को प्राथमिकता प्रदान की जाएगी।
7. संस्थान के कर्मियों के कार्य में प्रवेश करने पर संस्थान के रक्षा विभाग के कार्मिकों को प्राथमिकता प्रदान की जाएगी।
8. संस्थान के कर्मियों के कार्य में प्रवेश करने पर संस्थान के रक्षा विभाग के कार्मिकों को प्राथमिकता प्रदान की जाएगी।
9. संस्थान के कर्मियों के कार्य में प्रवेश करने पर संस्थान के रक्षा विभाग के कार्मिकों को प्राथमिकता प्रदान की जाएगी।
10. संस्थान के कर्मियों के कार्य में प्रवेश करने पर संस्थान के रक्षा विभाग के कार्मिकों को प्राथमिकता प्रदान की जाएगी।


भवदीय,  
( डा० रामानन्द प्रसाद )  
संयुक्त सचिव।

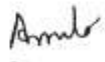
संख्या 382(1)/सतार-2-2013, तदुद्दिनांक

प्रतिलिपि निम्नलिखित को सूचनाई एवं आवश्यक कार्यवाही हेतु प्रेषित -

1. कुलसचिव, चौ० चरण सिंह विश्वविद्यालय, मेरठ।
2. निदेशक, उच्च शिक्षा, 3020 इलाहाबाद।
3. गा जी०के० पिल्लई, लेफ्टिनेंट जनरल, १०१०एस०एम०, एस०एम०, १०३०सी०, मार्ग, 56 सेना डाकघर मुख्यालय, दिल्ली शरिया, पिन-900100 को उनके पत्र दिनांक 7645/एआईई/शिफिटिंग/एडव्यूईएम, दिनांक 28.3.2012 के उत्तर में।

-3-

  
Principal  
Army Institute of Education  
Greater Noida

  
Principal  
Army Institute of Education  
Delhi Cantt.

-3-

- 1- श्री राजदीप सिंह मेजर जनरल, वीर अग्र स्टाफ, मुख्यालय दिल्ली एरिया, रेडफोर्स दिल्ली एरिया, दिल्ली कैंट-110010 को उनके दश दिनांक 18 फरवरी, 2013 का संदेश में।
- 5 श्रेणी नवीधक, राष्ट्रीय अध्यापक शिक्षा परिषद, 23/198, कंसर्वी पद, निधा पानसरोवर स्टाडियम, मनसरोवर, जयपुर।
- 5 श्रेणी उच्च शिक्षा अधिकारी, मेरठ।
- 2 गार्ड फाईल।

आज्ञा में,  
( श्री रामानन्द प्रसाद )  
संयुक्त सचिव।

Smiglu

Principal  
Army Institute of Education  
Delhi Cantt.



**Guru Gobind Singh Indraprastha University**  
Sector - 16C, Dwarka, New Delhi - 110078

No.F.:GGSIPU/Aff.letter/AIE/2014/ 65

Dated: 31/12/14

**Subject:** Continuation of Provisional Affiliation for conduct of B.Ed. programme for the academic session 2014-2015.

In terms of Section 5(21) of the Guru Gobind Singh Indraprastha University Act 1998, continuation of provisional affiliation has been approved by the Board of Affiliation for conduct of B.Ed. programme (one year duration) with an intake of 100 seats at Army Institute of Education, Plot M1, Pocket P5, Greater NOIDA, Gautam Budhnagar (UP) during academic session 2014-2015.

**This provisional affiliation is subject to fulfillment of following conditions:-**

- 1.0 That the institution/society shall adhere to the provisions of Act 1998, the Statute, the Ordinances and regulations of the Guru Gobind Singh Indraprastha University and will comply with the standing orders and directions of the University throughout the period of affiliation and fulfill conditions indicated in the Policy Guidelines issued by Govt. of NCT, Delhi and approval of the Statutory Body (wherever applicable). In addition to above the deficiencies pointed out / suggestions given by the Joint Assessment Committee in its report shall also be removed / taken up and compliance of the same shall also be submitted in the University within a month of the receipt of this letter. The copy of the report may be collected from the affiliation branch of the University, if not collected earlier.
- 2.0 That the institution/society shall not conduct any full time, part time or distance education programme(s) within its premises without the specific prior permission of the University and will not conduct any programme whatsoever of any other University in the said campus. It will also not use the trademark/trade name of the University for any other admission/teaching activity/conduct of any other programme at any other campus till it remains affiliated with Guru Gobind Singh Indraprastha University.
- 3.0 That the institution/ society shall ensure that ragging is completely banned among student community and prohibited in the campus and hostels of the institute/college. Some teachers shall be made responsible in order to guarantee implementation of this order of the Government.
- 4.0 That the institution / society shall create special facilities such as ramps, rails and special toilets and make other necessary arrangements to suit the special needs of physically challenged persons.


*[Handwritten signature]*



- 5.0 That the institution / society shall ensure availability of Principal / Director, faculty and non-teaching staff qualified and adequate as per the norms of University / Statutory Body in respect of each programmes conducted throughout the session.
- 6.0 That the institution / society shall ensure maintenance of its class rooms, laboratories, computer centre, library, common rooms, faculty rooms, seminar hall/ conference room, ambience etc., as also the augmentation of the library, labs, computer centre as and when required as per the demand of the course curriculum.
- 7.0 That the institution/ society shall follow the course curriculum, examination scheme and fee structure prescribed by the University / State Govt. and will not charge any unauthorized additional fee on any account like providing Book Bank facilities / placement facilities to the students, conducting lectures / seminar / workshop, etc. for knowledge / entrepreneurship development of students (expenditure for which shall be preferred to be met out from the Institute's share of student activity fees) or any advance fee for the next session.
- 8.0 It will also be ensured that security deposits of students and their original certificates are returned back in appropriate manner and within stipulated time. The students of the Institute shall not be harassed in this context. Further, no student either passed out and / or pursuing studies at your Institute shall be discriminated on the ground of gender.
- 9.0 That the institution/ society shall upload the specifications of land, built-up area, land use, etc., aside status of faculty and other academic facilities available, categorically on its website indicating the courses with intake allowed to be conducted by the University so that the students are well aware of the quality standards maintained by the institute. Any developments regarding change in faculty, academic facilities etc. shall also be displayed on the website within a week so that there is total transparency in conduct of the programme.
- 10.0 That the institution/ society shall organize faculty development and student awareness programmes through seminars, conferences and workshops, etc., in order to maintain quality standards and promote excellence in imparting education. Value education shall be a part of overall development of the students and the institution / society shall take measures to promote it.
- 11.0 The Institution shall not without the previous permission of the University suspend instructions in any subject or course of study, where it is authorized to teach a programme or impart education.
- 12.0 That the institution / society shall submit a feedback / compliance report after every quarter highlighting the status of faculty and indicating its academic progress. In case any complaint is referred by the University regarding the institution or any of its component, it will be the responsibility of the institution / society to submit a compliance and rectify the deficiency / discrepancy in a time bound manner.
- 13.0 That the Institute / Society shall setup a complaint committee under the "The Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act, 2013".

14.0 This provisional affiliation letter is being issued subject to submission of an, duly notarized, undertaking by the Institute on the Non-Judicial Stamp Paper of Rs.100/- in the enclosed format within 15 days of the issue of this letter.

In the event of infringement / contravention/ non-compliance or flouting of the University Norms/ Govt. Policy Guidelines/ Statutory body Standards, the University shall be constrained to take an appropriate action and shall be free to withdraw affiliation and the liabilities arising out of such withdrawals would solely be that of the institution / promoting society.

  
(Rajiv Kale)  
Registrar


The Principal/ Director  
Army Institute of Education,  
Plot M1, Pocket P5, Greater NOIDA  
Gautam Budhnagar (UP)

No.F.:GGSIPU/Aff.letter/AIE/2014/ 65

Dated: 31/12/14

Copy to:

- (i) Regional Director, National Council for Teacher Education, 20/198, Kaveri Path,  
Near Mansarovar Stadium, Jaipur - 302020 (Rajasthan)
- (ii) Controller of Examinations, GGSIP University, Delhi.

  
(Sunita Shrivastava)  
Registrar (SS) (Affiliation)

Annexure – 8

RESULT SESSION 2014-15

Result of Programme Code: 221 Programme Name: BACHELOR OF EDUCATION Sem./Year: 02 SEMESTER March 2014 Examination: REGULAR May 2015																			
Sl.No.	Photo	Roll No./Name	Institution Code: 108 Institution: ARMY INSTITUTE OF EDUCATION										CS/Remarks						
			11010101	11010102	11010103	11010104	11010105	11010106	11010107	11010108	11010109	11010110							
1		0011002114 RISHI KUMAR SID: 10010044835 SchemeID: 10021012001	12	59	20	67	21	57	21	45	35	50	34	48	35	49	31	48	25
2		0021002114 SARADJOT SID: 10010044836 SchemeID: 10021012001	23	45	20	69	21	57	23	57	37	49	37	52	37	54	35	54	25
3		0031002114 DIKSHA CHHETRI SID: 10010044837 SchemeID: 10021012001	20	48	20	46	20	51	25	46	35	48	33	47	34	49	34	48	25
4		0041002114 AASHI DEBBI SID: 10010044838 SchemeID: 10021012001	23	33	27	53	27	42	27	64	38	35	37	55	30	54	36	52	25
5		0051002114 SNEHA KHATWANA SID: 10010044839 SchemeID: 10021012001	21	31	21	48	22	59	22	54	36	48	35	49	34	32	35	49	25
6		0061002114 VANSIKA DEBI SID: 10010044840 SchemeID: 10021012001	20	51	19	45	22	47	21	52	36	45	37	53	35	51	38	50	25
7		0071002114 SARANYA SARABHAI SID: 10010044841 SchemeID: 10021012001	23	54	24	50	22	50	24	50	36	47	35	50	35	51	38	50	25
8		0081002114 PRIYI KUMARI SID: 10010044842 SchemeID: 10021012001	21	50	20	41	22	46	23	56	37	53	35	52	36	51	32	50	25
9		0091002114 HEENA KUMARI SID: 10010044843 SchemeID: 10021012001	22	54	21	48	20	50	22	54	36	38	53	35	50	32	49	25	
10		0101002114 SNEHA KUMARI DOGGA SID: 10010044844 SchemeID: 10021012001	21	34	21	45	20	50	21	52	35	35	47	35	49	31	49	25	

Result of Programme Code: 021		Programme Name: BACHELOR OF EDUCATION		Sem /Year: 02 /BACHELOR		Batch: 2014		Examination: REGULAR May, 2015		CS/Remarks									
S.No.	Photo	Roll No./Name	2100101	2100102	2100103	2100104	2100105	2100106	2100107	2100108	2100109								
11		01210002114 HEMU GUPTA SID: 10000046045 SchemeID: 100212012001	25	47	21	45	21	30	27	52	34	50	33	46	34	50	32	44	25
12		01210002114 ANVITA BHATNAGAR SID: 10000046046 SchemeID: 100212012001	22	56	22	62	22	32	27	33	37	49	36	31	38	53	35	50	25
13		01210002114 PRIYANKA CHANDRA SID: 10000046047 SchemeID: 100212012001	22	48	22	42	22	34	22	49	37	47	35	54	34	50	35	51	25
14		01210002114 ANSHIKA SHARMA SID: 10000046048 SchemeID: 100212012001	22	44	21	57	21	43	20	44	38	48	38	44	35	51	33	43	25
15		01210002114 SHOBANA PRASAD SID: 10000046049 SchemeID: 100212012001	21	54	22	53	21	43	21	53	34	44	34	54	34	51	34	49	25
16		01210002114 TANU BORA SID: 10000046050 SchemeID: 100212012001	22	55	20	64	22	47	24	51	37	52	34	55	34	51	35	50	25
17		01210002114 ANSHIKA SINGH SID: 10000046051 SchemeID: 100212012001	20	52	19	59	21	47	20	52	33	47	35	48	34	51	32	42	25
18		01210002114 ANVITA SHARMA SID: 10000046052 SchemeID: 100212012001	22	59	21	43	22	39	22	55	37	52	37	54	36	50	34	50	25
19		01210002114 ANSHIKA SINGH SID: 10000046053 SchemeID: 100212012001	22	59	23	42	22	39	23	50	37	52	34	35	35	48	35	49	25
20		01210002114 ANVITA SHARMA SID: 10000046054 SchemeID: 100212012001	21	52	22	44	21	44	22	59	35	50	35	45	33	48	32	45	25

\*Passed with Grace Mark  
 \*SID: Student ID. SchemeID: The scheme applicable to the student.  
 Date on which pdf made: 17/07/2015

		Result of Programme Code: 011 Programme Name: BACHELOR OF EDUCATION Sem./Year: 02 SEMESTER Batch: 2014 Examination: MUGGAN May, 2015																			
R. No.	Photo	Roll no./Name	Institution Code: 100 Institution: ARMY INSTITUTE OF EDUCATION										Gr/Remarks								
			2100(1)	2100(2)	2100(3)	2100(4)	2100(5)	2100(6)	2100(7)	2100(8)	2100(9)	2100(10)									
21		0211002114 YASHA SID: 1000004685 SchemeID: 100212012001	22	43	21	68	22	43	23	65	37	61	36	54	27	52	19	31			25
			45	39	84	81	82	95	83	88											
22		0211002114 PRAKASHA YADAV SID: 1000004686 SchemeID: 100212012001	21	54	19	55	28	55	29	54	28	48	38	50	35	52	38	49			25
			77	71	75	74	84	89	87	88											
23		0211002114 YASHA KUMAR SID: 1000004687 SchemeID: 100212012001	21	64	19	67	21	61	22	64	36	50	35	41	34	51	24	49			25
			83	88	82	88	85	82	89	81											
24		0211002114 JYOTSI JADL SID: 1000004688 SchemeID: 100212012001	21	57	21	44	23	58	23	55	38	47	24	47	38	52	34	48			25
			75	85	80	76	83	83	87	87	82										
25		0211002114 ANJALI SID: 1000004689 SchemeID: 100212012001	22	65	23	53	28	49	23	67	37	61	34	53	27	53	38	52			25
			89	74	82	90	88	89	80	88											
26		0211002114 AN SHARDA SINGH SID: 1000004690 SchemeID: 100212012001	22	55	25	52	21	48	23	58	25	44	33	47	34	50	33	48			25
			74	74	69	78	81	81	84	81											
27		0211002114 AMALYA SINGH SID: 1000004691 SchemeID: 100212012001	20	54	22	56	22	37	21	39	34	47	33	48	34	51	34	49			25
			76	78	79	71	83	81	85	83											
28		0211002114 HARBINDER HARJINDER SINGH BATHOOR SID: 1000004692 SchemeID: 100212012001	22	38	31	49	21	44	18	52	34	44	34	49	31	43	33	48			25
			69	61	65	71	80	82	84	81											
29		0211002114 KANAKY KUMAR SID: 1000004693 SchemeID: 100212012001	22	56	20	56	21	47	22	54	36	49	34	58	49	34	50				25
			78	74	88	81	85	84	83	84											
30		0211002114 AKSHITA PUNJABIYA SID: 1000004694 SchemeID: 100212012001	20	54	21	52	23	48	20	46	34	48	34	21	31	51	39	49			25
			74	73	79	68	84	85	88	84											

\*Passed with Grace Marks  
 \*SID: Student ID; SchemeID: The scheme applicable to the student.  
 Date on which pdf made: 17/07/2015

RTI/2011001702120141000006

RESULT TABULATION SHEET  
 Result Prepared on: 23/06/2015  
 Result Declared on: 17/07/2015  
 Page No.: 0037

MARKS (OUT OF)	
Internal	External
TOTAL	
0: Absent	1: Unqualified
2: Detained	3: Passed Later
4: Satisfactorily	5: Above Average

Results of Programme Code: 021 Programme Name: BACHELOR OF EDUCATION Sem./Year: 02 SEMESTER Batch: 2014 Examination: REGULAR May, 2015

S. No.	Photo	Roll no./Name	Institution Code: 110 Institution: ARMY INSTITUTE OF EDUCATION																CG/Remarks
21		0111002114 RASHMI KANYASKE SID: 10000046863 SchemeID: 10021012001	21001(1)	21001(2)	21001(3)	21001(4)	21001(5)	21001(6)	21001(7)	21001(8)	21001(9)	21001(10)	21001(11)	21001(12)	21001(13)	21001(14)	21001(15)	21001(16)	25
			21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
			72	73	74	75	76	77	78	79	80	81	82	83	84				
22		0221002114 AKASHA BARTHWAL SID: 10000046868 SchemeID: 10021012001	21001(1)	21001(2)	21001(3)	21001(4)	21001(5)	21001(6)	21001(7)	21001(8)	21001(9)	21001(10)	21001(11)	21001(12)	21001(13)	21001(14)	21001(15)	21001(16)	25
			20	49	19	53	21	67	21	54	16	44	19	80	24	51	23	45	
			69	32	78	71	82	89	87	82									
23		0331002114 SHIVANI RANDE SID: 10000046867 SchemeID: 10021012001	21001(1)	21001(2)	21001(3)	21001(4)	21001(5)	21001(6)	21001(7)	21001(8)	21001(9)	21001(10)	21001(11)	21001(12)	21001(13)	21001(14)	21001(15)	21001(16)	25
			20	59	19	63	21	52	28	54	15	45	13	49	11	49	33	48	
			79	82	73	74	80	82	82	81									
24		0341002114 VINITA SAGAR SID: 10000046868 SchemeID: 10021012001	21001(1)	21001(2)	21001(3)	21001(4)	21001(5)	21001(6)	21001(7)	21001(8)	21001(9)	21001(10)	21001(11)	21001(12)	21001(13)	21001(14)	21001(15)	21001(16)	25
			20	57	19	60	21	47	21	43	36	45	23	31	11	49	34	49	
			77	79	80	84	81	84	84	82	83								
25		0351002114 NITAN PANDAY SID: 10000046869 SchemeID: 10021012001	21001(1)	21001(2)	21001(3)	21001(4)	21001(5)	21001(6)	21001(7)	21001(8)	21001(9)	21001(10)	21001(11)	21001(12)	21001(13)	21001(14)	21001(15)	21001(16)	25
			22	59	21	67	21	82	21	37	36	48	24	47	24	10	33	48	
			81	89	87	78	82	83	84	81									
26		0361002114 NISHU SHUKLA SID: 10000046870 SchemeID: 10021012001	21001(1)	21001(2)	21001(3)	21001(4)	21001(5)	21001(6)	21001(7)	21001(8)	21001(9)	21001(10)	21001(11)	21001(12)	21001(13)	21001(14)	21001(15)	21001(16)	25
			24	49	21	69	22	64	23	32	27	47	24	54	27	51	24	52	
			52	91	88	79	84	92	88	89									
27		0171002114 POONAM BIRADAR SID: 10000046872 SchemeID: 10021012001	21001(1)	21001(2)	21001(3)	21001(4)	21001(5)	21001(6)	21001(7)	21001(8)	21001(9)	21001(10)	21001(11)	21001(12)	21001(13)	21001(14)	21001(15)	21001(16)	25
			20	58	22	57	22	41	21	47	39	47	11	49	19	49	32	49	
			78	74	83	68	82	82	84	81									
28		0381002114 NEELIMA CHATUR SID: 10000046873 SchemeID: 10021012001	21001(1)	21001(2)	21001(3)	21001(4)	21001(5)	21001(6)	21001(7)	21001(8)	21001(9)	21001(10)	21001(11)	21001(12)	21001(13)	21001(14)	21001(15)	21001(16)	25
			20	62	21	60	21	58	21	83	34	44	34	44	13	49	31	48	
			82	81	79	74	82	80	82	79									
29		0391002114 NIMISHA KATAR SID: 10000046874 SchemeID: 10021012001	21001(1)	21001(2)	21001(3)	21001(4)	21001(5)	21001(6)	21001(7)	21001(8)	21001(9)	21001(10)	21001(11)	21001(12)	21001(13)	21001(14)	21001(15)	21001(16)	25
			22	67	20	57	21	64	22	59	27	52	27	55	24	52	24	51	
			89	77	87	81	89	92	88	87									
30		0401002114 NISHA JOSHI SID: 10000046874 SchemeID: 10021012001	21001(1)	21001(2)	21001(3)	21001(4)	21001(5)	21001(6)	21001(7)	21001(8)	21001(9)	21001(10)	21001(11)	21001(12)	21001(13)	21001(14)	21001(15)	21001(16)	25
			21	42	23	44	22	64	22	55	24	47	35	49	24	52	24	48	
			83	87	84	77	83	84	83	82									

\*Passed With Grace Marks  
 \*SID: Student ID  
 \*SchemeID: The scheme applicable to the student.  
 Date on which pdf made: 17/07/2015  
 RTRID: 2015071702120141000017

RESULT TABULATION SHEET  
 Result Prepared on: 25/04/2015  
 Result Declared on: 17/07/2015  
 Page No.: 008

Grade: \_\_\_\_\_  
 (Approved/Rejected)  
 (Internal / External)  
 (Pass)  
 A: Special, B: Good, C: Satisfactory, D: Fair, E: Pass, F: Fail, G: Withdrawn, H: Absent, I: Not Appeared, J: Invalid, K: Invalid, L: Invalid, M: Invalid, N: Invalid, O: Invalid, P: Invalid, Q: Invalid, R: Invalid, S: Invalid, T: Invalid, U: Invalid, V: Invalid, W: Invalid, X: Invalid, Y: Invalid, Z: Invalid

Result of Programme Code: 021 Programme Name: BACHELOR OF EDUCATION Sem./Year: 02 SEMESTER March 2014 Examination: REGULAR May, 2015

S.No	Photo	Roll no./Name	Institution Code: 108 Institution: ARMY INSTITUTE OF EDUCATION										CG/Remarks						
			1100(1)	1101(1)	1102(1)	1103(1)	1104(1)	1105(1)	1106(1)	1107(1)	1108(1)	1109(1)							
41		0411002114 YASHU SID: 10000048875 SchemeID: 100212012001	21	55	19	81	22	83	22	53	26	47	25	47	34	54	33	47	25
			75	80	71	72	83	82	88	80									
42		0421002114 PRIYANKA BHANU SID: 10000048874 SchemeID: 100212012001	22	47	23	68	22	61	23	54	27	31	24	54	35	30	35	49	25
			69	82	83	77	88	88	85	84									
43		0431002114 NAMISHA PALI SID: 10000048877 SchemeID: 100212012001	22	50	23	64	21	60	20	56	35	47	33	48	34	32	33	47	25
			72	87	81	74	82	82	84	80									
44		0441002114 PARUL SID: 10000048878 SchemeID: 100212012001	20	48	21	59	22	54	20	42	35	48	32	49	32	44			24
			69	80	78	72	81	81	84	78									
45		0451002114 HIMANSHU RAVI SID: 10000048879 SchemeID: 100212012001	23	58	25	58	22	59	22	52	24	44	34	50	34	32	34	50	25
			74	79	81	75	82	84	84	84									
46		0461002114 REKHA BHANU SID: 10000048880 SchemeID: 100212012001	21	55	21	69	22	52	22	54	24	43	34	48	34	30	31	45	26
			76	81	74	76	77	82	84	84									
47		0471002114 PRIYANKA SID: 10000048881 SchemeID: 100212012001	21	54	24	64	21	42	23	45	36	50	33	50	26	42	38	49	25
			75	88	83	88	88	88	82	87	81								
48		0481002114 JYOTI BHANU SID: 10000048882 SchemeID: 100212012001	21	48	22	61	22	45	20	41	34	46	35	49	27	34	33	48	25
			69	82	87	73	82	84	89	81									
49		0491002114 ROHANI KATI SID: 10000048883 SchemeID: 100212012001	20	55	23	58	22	49	22	47	37	50	34	50	35	30	33	49	25
			78	81	71	69	87	87	84	85	82								
50		0501002114 MANISH YADAV SID: 10000048884 SchemeID: 100212012001	22	49	23	64	21	54	22	51	24	46	35	49	34	48	33	48	25
			67	87	75	73	82	84	83	81									

\*Passed with Grace Marks  
 \*SID: Student ID; SchemeID: The scheme applicable to the student.  
 Date on which pdf made: 17/07/2015  
 AT&T: 201507170110741000030

SELF APPRAISAL REPORT ARMY INSTITUTE OF EDUCATION, GREATER NOIDA

Result of Programme Code: 922 Programme Name: BACHELOR OF EDUCATION Sem./Year: 02 SEMESTER Batch: 2014 Examination: MIDSEM May, 2015																			
S.No	Photo	Roll No./Name	Institution Code: 509 Institution: ARMY INSTITUTE OF EDUCATION										CG/Marks						
			2102/15	2104/15	2106/15	2108/15	2110/15	2112/15	2114/15	2116/15	2118/15	2120/15							
31		05110002114 RUPAK SHARMA SID: 10000046685 SchemeID: 100212012001	42	88	21	63	22	52	23	58	36	56	35	49	24	51	33	45	25
32		05210002114 SHALIKA SINGH SID: 10000046686 SchemeID: 100212012001	21	53	21	47	22	53	23	67	31	52	33	48	33	50	33	47	25
33		05310002114 OMAY VERMA SID: 10000046687 SchemeID: 100212012001	22	43	23	53	21	47	21	48	34	45	36	49	33	60	34	48	25
34		05410002114 RISHIKA KUMAR SID: 10000046688 SchemeID: 100212012001	22	52	22	68	22	54	23	58	37	50	34	55	37	53	34	52	25
35		05510002114 PRIYANKA KISHORA SID: 10000046689 SchemeID: 100212012001	23	56	23	63	22	63	23	59	37	51	35	56	37	54	37	50	25
36		05610002114 PRIYANKA SINGH SID: 10000046690 SchemeID: 100212012001	22	59	21	63	22	58	22	55	34	47	38	51	37	54	37	50	25
37		05710002114 SHRUTI SINGH SID: 10000046691 SchemeID: 100212012001	31	38	22	70	22	56	22	53	37	52	33	45	35	53	34	49	25
38		05810002114 AMI KUMARI SID: 10000046692 SchemeID: 100212012001	21	54	22	54	21	48	22	54	36	50	34	48	33	50	34	48	25
39		05910002114 SHILPI SHARMA SID: 10000046693 SchemeID: 100212012001	21	42	22	53	21	55	21	51	34	45	31	44	32	48	32	45	25
40		06010002114 PRIYA KUMARI SID: 10000046694 SchemeID: 100212012001	23	55	22	51	23	63	22	61	37	46	35	51	34	53	34	49	25

\*Passed with Grace Marks  
\*SID: Student ID  
\*SchemeID: The scheme applicable to the student  
Date on which pdf made: 17/07/2015

RESULT TABULATION SHEET  
Result Prepared on: 25/06/2015  
Result Declared on: 17/07/2015  
Page No.: 0039

TOTAL	
Internal	External
TOTAL	

A. Akhatar C. Gupta  
J. Dhanraj B. Anand Kumar  
M. Gupta  
M. Kishore Kumar



RESULTS REGULATION SHEET  
 Result Reported on: 23/04/2015  
 Result Declared on: 17/07/2015  
 Page No.: 2049

S.No		Photo	Roll no./Name	Institution Code: 100 Institution: ARMY INSTITUTE OF EDUCATION																CS/Remarks
61		0611092114 GORJI RANVI SID: 19000044895 SchemeID: 100212012001	2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01)	21 23 21 21 21 21 21 21 21 21 21 21 21 21 21 21 21	25															
62		0621092114 HIRSHAKSHI SINGH SID: 19000044896 SchemeID: 100212012001	2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01)	21 21 20 20 20 21 21 21 21 21 21 21 21 21 21 21 21	25															
63		0631092114 POORNA KATKUSA SID: 19000044897 SchemeID: 100212012001	2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01)	22 43 23 43 22 61 21 50 36 50 35 50 35 54 35 43	25															
64		0641092114 KUNAL KAKI SID: 19000044898 SchemeID: 100212012001	2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01)	15 44 21 45 21 49 22 40 35 48 34 50 35 53 34 48	25															
65		0651092114 PAYEL CHOPRA SID: 19000044899 SchemeID: 100212012001	2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01)	20 37 21 47 22 34 20 40 35 48 34 49 34 50 33 48	25															
66		0661092114 ADITYA KUMARI SID: 19000044900 SchemeID: 100212012001	2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01)	21 54 21 43 22 53 19 39 38 48 35 48 34 49 33 48	25															
67		0671092114 JYOTI MOHAL SID: 19000044901 SchemeID: 100212012001	2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01)	20 46 21 54 21 50 22 41 36 47 33 47 33 49 32 47	25															
68		0681092114 SOHLY SID: 19000044902 SchemeID: 100212012001	2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01)	21 23 22 44 22 54 21 34 36 47 34 50 35 50 34 49	25															
69		0691092114 SHALINI BHAGWATI SID: 19000044903 SchemeID: 100212012001	2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01)	35 50 21 44 21 51 21 50 36 48 33 49 34 50 34 45	25															
70		0701092114 RAJESH KANTA SID: 19000044904 SchemeID: 100212012001	2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01) 2100(01)	22 58 24 43 22 59 24 55 37 51 38 48 36 53 34 49	25															

\*Passed with Grace Marks  
 SID: 0150000101 SchemeID: The scheme applicable to the student.  
 Date on which pdf made: 17/07/2015



MARKS (GRADES)	
GRADES	MARKS
TOTAL	

A. Absent  
 C. Disqualified  
 T. Out of Seat  
 N. Not in Seat  
 D. Candidate Deceased  
 M. Already Failed

Result of Programme Code: 001		Programme Name: BACHELOR OF EDUCATION		Sem./Year: 02 SEMESTER		Batch: 2014		Examination: MCGUAR May 2015										
S.No	Photo	Roll no./Name	Institution Code: 109 Institution: ARMY INSTITUTE OF EDUCATION								CG/Remarks							
81		0811002114 ADORNITA PRAKARAJA SID: 100101046935 SchemeID: 100212012001	1184(1)	1184(2)	1184(3)	1184(4)	1184(5)	1184(6)	1184(7)	1184(8)	1184(9)	25						
			22	10	73	21	41	22	67	34	45	34	48	34	50	33	47	
			72	78	42	89	81	82	84	80								
82		0821002114 SHWETA PRAKASH SID: 100101046936 SchemeID: 100212012001	1184(1)	1184(2)	1184(3)	1184(4)	1184(5)	1184(6)	1184(7)	1184(8)	1184(9)	25						
			20	46	21	57	21	38	22	52	55	46	35	49	26	50	34	47
			66	78	55	73	81	84	85	81								
83		0831002114 RISHI SID: 100101046937 SchemeID: 100212012001	1184(1)	1184(2)	1184(3)	1184(4)	1184(5)	1184(6)	1184(7)	1184(8)	1184(9)	25						
			21	51	22	63	20	41	22	60	37	47	37	49	37	50	32	47
			72	89	81	82	84	82	83	79								
84		0841002114 SHIKHA DEVI SID: 100101046938 SchemeID: 100212012001	1184(1)	1184(2)	1184(3)	1184(4)	1184(5)	1184(6)	1184(7)	1184(8)	1184(9)	25						
			20	34	21	59	20	58	22	40	34	43	37	46	34	49	32	48
			74	82	78	81	77	78	83	80								
85		0851002114 NATARAJ PRAPATH SID: 100101046939 SchemeID: 100212012001	1184(1)	1184(2)	1184(3)	1184(4)	1184(5)	1184(6)	1184(7)	1184(8)	1184(9)	25						
			20	42	20	43	21	46	22	44	34	44	34	48	33	50	32	48
			62	63	47	64	48	62	63	77								
86		0861002114 SHIKHA SID: 100101046940 SchemeID: 100212012001	1184(1)	1184(2)	1184(3)	1184(4)	1184(5)	1184(6)	1184(7)	1184(8)	1184(9)	25						
			20	49	21	45	21	34	21	49	35	43	34	49	36	51	33	49
			83	64	75	70	78	83	89	82								
87		0871002114 RITU SID: 100101046941 SchemeID: 100212012001	1184(1)	1184(2)	1184(3)	1184(4)	1184(5)	1184(6)	1184(7)	1184(8)	1184(9)	25						
			20	44	20	39	21	53	21	51	35	52	26	50	24	50	33	48
			84	59	74	72	87	86	84	81								
88		0881002114 NANDINI BALA SID: 100101046942 SchemeID: 100212012001	1184(1)	1184(2)	1184(3)	1184(4)	1184(5)	1184(6)	1184(7)	1184(8)	1184(9)	25						
			19	41	20	42	22	40	21	42	36	47	26	49	35	50	31	48
			69	82	82	83	81	85	85	81								
89		0891002114 JYOTI THAWATA SID: 100101046943 SchemeID: 100212012001	1184(1)	1184(2)	1184(3)	1184(4)	1184(5)	1184(6)	1184(7)	1184(8)	1184(9)	25						
			28	48	20	44	21	35	21	40	36	43	34	48	34	50	32	48
			48	44	74	81	81	82	44	88								
90		0901002114 MANVIKA SID: 100101046944 SchemeID: 100212012001	1184(1)	1184(2)	1184(3)	1184(4)	1184(5)	1184(6)	1184(7)	1184(8)	1184(9)	25						
			21	28	26	42	21	31	20	38	35	43	33	46	32	48	31	43
			50*	62	52	58	89	79	80	74								

\*Passed with Grace Marks  
 \*SID: Student ID, SchemeID: The scheme applicable to the student.  
 Date on which pdf made: 17/07/2015  
 RSH: 20150710012014100042

RESULT TABULATION SHEET  
 Result Prepared on: 25/06/2015  
 Result Declared on: 27/07/2015  
 Page No.: 0542

FORM  
 PARTICULARS  
 INTERNAL    EXTERNAL  
 MARKS  
 1. NAME    2. CHANNEL  
 3. SEX/AGE    4. RESULT LETTER  
 5. GRADE/STATUS  
 6. AWARD NUMBER

Result of Programme Code: 011    Programme Name: BACHELOR OF EDUCATION    Sem /Year: 02 SEMESTER    March 2014    Examination: REGULAR May, 2015

S.No	Photo	Roll no./Name	Institution Code- 104										Institution: ARMY INSTITUTE OF EDUCATION	CG/RAANKING					
			010010	010011	010012	010013	010014	010015	010016	010017	010018	010019							
11		09010002114 LAKSHI SID: 100010046925 SchemeID: 100212012001	22	48	21	44	21	81	20	64	36	44	33	44	32	48	34	43	25
			65	75	82	84	82	79	80	74									
12		09010002114 ARVIND KAMRANI SID: 100010046926 SchemeID: 100212012001	20	33	32	65	20	94	21	58	16	47	34	49	35	51	34	44	25
			73	87	84	77	83	83	84	82									
13		09010002114 ANUSKA SENHA SID: 100010046927 SchemeID: 100212012001	19	50	32	64	21	62	25	41	33	47	31	48	34	50	32	46	25
			49	66	63	61	60	61	64	78									
14		09010002114 NIBHICHA DAS SID: 100010046928 SchemeID: 100212012001	23	54	21	61	21	62	22	32	16	46	34	47	37	51	34	47	26
			79	74	61	73	62	61	64	61									
15		09010002114 NISHITA CHAKRABARTY SID: 100010046929 SchemeID: 100212012001	22	52	21	61	21	62	21	51	24	45	34	47	34	50	32	46	25
			74	62	63	74	61	61	64	78									
16		09010002114 DARPA SID: 100010046930 SchemeID: 100212012001	21	54	21	61	21	63	22	46	26	47	34	47	35	51	32	46	25
			75	62	64	68	63	61	64	64	77								
17		09010002114 DR NAINISHA ROYAL SID: 100010046931 SchemeID: 100212012001	22	45	20	51	22	57	21	50	37	51	36	48	35	52	34	47	28
			65	71	75	71	68	64	64	67	61								
18		09010002114 NAINA KATHEJI SID: 100010046932 SchemeID: 100212012001	22	34	21	48	21	55	22	55	14	48	34	46	34	54	33	47	28
			76	63	78	75	64	62	64	64	60								
19		09010002114 SANGITA SID: 100010046933 SchemeID: 100212012001	20	48	20	49	21	63	20	67	13	44	33	42	34	50	31	46	28
			66	69	64	67	61	61	64	61									
20		10010002114 POOJA YADAV SID: 100010046934 SchemeID: 100212012001	22	50	22	56	22	58	22	50	35	50	32	47	35	50	32	47	26
			74	76	61	72	66	60	60	65	78								

\*Filled with Green Mark  
 \*Roll: Student ID    \*SchemeID: The scheme applicable to the student.  
 Date on which pdf made: 27/07/2015

ATAID: 101501700220041005001

## CONSOLIDATED RESULT SESSION 2014-15

Sr. No.	Roll Number	Student Name	I Sem %	II Sem %	Overall %
1	03610802114	ROSHNI GUPTA	83.43	87.37	85.40
2	02110802114	VERSHA	82.86	87.62	85.24
3	05510802114	PRIYANKA MISHRA	83.71	85.87	84.79
4	01810802114	JYOTI SHARMA	84.57	83.87	84.22
5	05410802114	NIKITA NEGI	83.43	84.75	84.09
6	00410802114	ASHA SHARMA	81.29	86.25	83.77
7	01310802114	PRIYANKA CHAUHAN	82.00	85.30	83.65
8	02510802114	MANJU	81.14	85.87	83.51
9	03910802114	INDERPAL KAUR	80.71	86.25	83.48
10	06010802114	PRIYA KUMARI	83.14	83.12	83.13
11	01910802114	SUMAN SINGH	81.00	84.25	82.63
12	01610802114	km NEERU BORA	83.14	81.87	82.51
13	04010802114	RICHA JOSHI	80.57	83.75	82.16
14	07010802114	RASHMI RANA	80.43	83.87	82.15
15	07710802114	DEEPIKA SALARIA	79.43	83.75	81.59
16	04210802114	PRIYANKA BUDAKOTI	80.71	82.12	81.42
17	01210802114	ARPITA BHATTACHARJEE	79.29	82.60	80.94
18	03510802114	NUTAN PANDEY	78.57	82.50	80.54
19	05610802114	PRIYANKA SINGH	77.57	83.50	80.54
20	02310802114	VARSHA KUMARI	76.43	84.62	80.52
21	04310802114	MANISHA PAL BELRA	80.57	80.37	80.47
22	07410802114	PREETI KANDARI	79.14	81.62	80.38
23	05210802114	SHAILJA SINGH	79.14	81.50	80.32
24	04510802114	SHAHEEN RAFI ULLA KHAN	79.00	81.12	80.06
25	06310802114	POONAM RATHORE	80.14	79.87	80.01
26	02410802114	JYOTI JADLI	78.00	82.00	80.00
27	08110802114	ANUPRIYA THAKURALA	79.14	80.75	79.95
28	00510802114	SWETA KHATIWARA	78.86	81.00	79.93
29	00910802114	REKHA KUMARI	80.57	79.25	79.91
30	06610802114	ADITI KUMARI	79.86	79.87	79.86
31	00610802114	VANSHIKA SINGH	78.86	80.60	79.73
32	05810802114	ANU KUMARI	79.29	80.12	79.70
33	06810802114	DOLLY	78.29	81.00	79.64
34	04710802114	PRIYANKA	75.00	83.87	79.44
35	08310802114	RINKI	77.43	81.00	79.21
36	07210802114	CHHAYA TRIPATHI	77.14	81.12	79.13
37	05710802114	MANISHA BISHT	77.29	80.62	78.95
38	06110802114	GOURI RAWAT	77.71	80.12	78.92
39	09210802114	ASVINI KANDARI	75.86	81.87	78.86
40	00210802114	SAMRIDHI	71.71	85.87	78.79
41	09410802114	NIBEDITA DAS	77.29	80.12	78.70
42	03810802114	SHILPA GAUTAM	77.43	79.87	78.65
43	00710802114	BHAWANA BARATHOKI	77.29	79.62	78.45
44	05010802114	MAMKESH YADAV	75.29	81.50	78.39
45	06510802114	PRIYA SHARMA	75.29	81.37	78.33
46	00810802114	PRITI KUMARI	78.29	78.12	78.20
47	07110802114	SHOBHA	74.86	81.00	77.93
48	03010802114	GEETIKA POKHARIYA	77.57	78.25	77.91
49	00110802114	RUPAM KUMARI	75.43	80.37	77.90
Sr. No.	Roll Number	Student Name	I Sem %	II Sem %	Overall %

50	09310802114	AMITA SINGH	77.86	77.89	77.87
51	07310802114	ARCHANA DWIVEDI	74.00	81.50	77.75
52	01510802114	SHOBHANA PRASAD	77.14	78.25	77.70
53	09710802114	Km MANISHA SUYAL	77.14	78.25	77.70
54	09110802114	LAXMI	75.14	79.37	77.26
55	03210802114	AKANKSHA BARTHWAL	75.86	78.50	77.18
56	03310802114	SHIVANI RAWAT	74.71	79.62	77.17
57	05110802114	NUPOOR BHANDARI	72.86	81.37	77.11
58	06910802114	SHALINI BHADAURIA	74.57	79.37	76.97
59	02210802114	PRATIBHA YADAV	74.29	79.62	76.95
60	00310802114	DIKSHA CHHETRI	78.86	74.87	76.86
61	08810802114	MADHU BALA	73.14	80.12	76.63
62	08910802114	JYOTI TEWATIA	73.71	79.50	76.61
63	02610802114	Km SANDHYA SINGH	74.71	78.12	76.42
64	04910802114	SURABHI RAI	73.57	79.25	76.41
65	02710802114	ANKITA SINGH	73.00	79.50	76.25
66	03710802114	POONAM BUDAKOTI	72.86	79.62	76.24
67	04110802114	VIBHU	73.57	78.87	76.22
68	10010802114	POOJA YADAV	72.29	79.25	75.77
69	03110802114	RASHMI BARATHOKI	72.86	78.50	75.68
70	01710802114	NAINDEEP KAUR	72.43	78.62	75.52
71	02010802114	SANGEETA KUMARI	70.29	80.62	75.45
72	09810802114	RADHA TRIVEDI	71.43	79.12	75.27
73	03410802114	VINITA YADAV	73.29	77.25	75.27
74	06210802114	MEENAKSHI SINGH	72.57	77.87	75.22
75	05310802114	SWATI VERMA	74.14	76.25	75.20
76	01010802114	NEETU KUMARI PODDAR	72.86	77.12	74.99
77	04810802114	JYOTI NEGI	71.00	78.50	74.75
78	04610802114	REKHA BHANDARI	71.14	78.25	74.70
79	09510802114	ROOPAM CHAUHAN	69.43	79.62	74.52
80	07910802114	SENU GUPTA	73.00	76.00	74.50
81	02910802114	BEAUTY KUMARI	78.57	70.12	74.35
82	07610802114	KM PAVITRA	70.14	77.87	74.01
83	08710802114	RITU	72.14	75.87	74.01
84	05910802114	SHILPI KUMARI	72.86	75.12	73.99
85	08010802114	PRATIBHA SHARMA	71.86	76.00	73.93
86	04410802114	PARUL	70.29	77.50	73.89
87	01410802114	RAJNISH PANDEY	71.71	75.80	73.76
88	08410802114	Km SAPNA MAVI	67.29	79.00	73.14
89	09910802114	SANGITA	68.86	76.25	72.55
90	06710802114	JYOTI MORAL	68.57	76.37	72.47
91	07810802114	RAJANI GUPTA	69.29	75.37	72.33
92	06410802114	KOMAL RANI	69.86	74.75	72.30
93	07510802114	VEDWATI	67.00	77.12	72.06
94	01110802114	RENU GUSAIN	67.00	76.80	71.90
95	08610802114	Km RENU	66.86	76.25	71.55
96	09610802114	DEEPA	67.00	74.50	70.75
97	08210802114	SWATI PRAKASH	64.86	75.87	70.36
98	08510802114	SATYAM TRIPATHI	65.86	72.50	69.18
99	09010802114	SANGEETA	60.71	66.87	63.79
100	02810802114	NARENDER BAHADUR SINGH RATHORE	61.00	65.62	63.31

Annexure – 9 a

पर्यवेक्षण  
Supervision

APPENDIX 91

Points of Supervision	Rating : A - Excellent B - Very Good C - Good D - Satisfactory E - Unsatisfactory					Suggestions by Supervisor
	A	B	C	D	E	
<b>1. Introduction :-</b> (a) Questions based on previous Knowledge (b) Question related to topic (c) Introduce the lesson		B				Previous knowledge based ques. are asked.
<b>2. Presentation :-</b> (a) Teacher-Stu. Interaction (b) Systematic (c) Confidence & Expression (d) Distribution of Questions (e) Teacher Narration (f) Dress		B				- Pupil teacher is conceptually clear - Explaining the content with relevant examples.
<b>3. Teaching Aid :-</b> (a) Use of Material Aid (b) Clarity (c) Appropriateness		B <sup>+</sup>				T.A. is colourful and attractive.
<b>4. Class Control :-</b> (a) Discipline (b) Students Posture (c) Arrangement						Pay attention on back benches who are disturbing the class.
<b>5. Lesson Plan :-</b> (a) Completeness (b) Behavioural Objectives (c) Suitability (d) Response of Students		A-				All the steps of lesson planning are followed properly.
<b>6. Evaluation :-</b> (a) Based on Teaching Objectives (b) Clarity (c) Suitability (d) Response of Students						Give reinforcement to students, accord to their response.
<b>7. B.B. Work :-</b> (a) Systematic (b) Writing (c) Correctness (d) Use of Pointer		B				Used B.B. for drawing & writing main teaching points.

*[Signature]*  
13/11/14

Sig. of Supervisor  
पर्यवेक्षक के हस्ताक्षर

ANNEXURE-9(B)

CLASS OBSERVATION

NAME OF THE PUPIL-TEACHER: ANKIT BHARDWAJ

CLASS: VI<sup>th</sup>

SECTION: B

DATE: 23/04/13

SUBJECT: SOCIAL SCIENCE

TOPIC: TRANSPORT AND COMMUNICATION

DIMENSION	CATEGORY	SUB-CATEGORY	OBSERVATION
CLASSROOM TRANSACTION	ENTERING THE CLASS	WITH GREETING /SMILING/GRAVE / SERIOUS/ PLEASANT MOOD)/WRITING MOOD	with greeting & having a class mood
	STARTING THE CLASS	USE OF BLACKBOARD-DIRECT APPROACH/INDIRECT APPROACH	Indirect approach by asking questions
	METHODOLOGY OF TEACHING	ASKING QUESTION, SHOWING CHARTS, CARDS, ETC., WRITING ON BLACK BOARD. ONE CHILD OF TEACHER DOES SOME ACTIVITY AND THE OTHER REPEAT EXPLAINING CORRECTING	Asking questions & then writing on blackboard
	TEACHING LEARNING MATERIAL	AVAILABLE IN CLASS AS OBJECT OTHERS PREPARED BY THE TEACHER	Available in class as object
	REINFORCEMENT	POSITIVE/NEGATIVE	Positive & Negative verbal reinforcement
	STUDENT ACTIVITY	LISTEN TO THE TEACHER ANSWER QUESTION POSED BY THE TEACHER, COPY FROM THE BLACKBOARD	Listen to the teacher answers posed by the teacher
	HOMEWORK/ASSIGNMENT	WRITING, LEARNING, PROBLEM SOLVING	Learning based questions
	ENDING THE LESSON	RECAPITULATION, ACTIVITY BASED, ABRUPT WRITTEN WORD	By asking questions & ended the lesson.



CLASS ROOM CLIMATE	ORGANIZATION AND MANAGEMENT	GOOD (ORGANIZED, WARM, FRIENDLY, SUPPORTIVE, PLEASANT, ACCEPTANCE, ENCOURAGING, HELPFUL), BAD (CHAOTIC, DISORGANIZED, COLD, UNFRIENDLY, THREATING, RIGIDLY CONTROLLED)	Class management proper and friendly.
	GENDER RELATED TREATMENT	SEPARATE LINES FOR BOYS AND GIRLS, MIXED LINES/SEATING ARRANGEMENT, ALL GIRLS CLASS, ALL BOYS CLASS, MIXED BOYS/GIRLS ANSWER, TEACHER ASKS BOYS/GIRLS, DISCIPLINE	Separate lines for boys and girls
	TEACHER MOVEMENT IN THE CLASS	AMOUNT OF TIME SPENT IN ONE CORNER OF THE ROOM, AMOUNT OF TIME SPENT STANDING IN ONE PLACE, AMOUNT OF TIME SPEND UTILIZED MOVING AROUND THE CLASS	Amount of time spent by moving all around the class
	DISCIPLINE	RIGID, LASSIES FAIRE, LIBERAL	Discipline is not much rig
TEACHER PUPIL INTERACTION	STYLE OF ADDRESSING THE STUDENTS	INDIVIDUALLY BY THE NAME, AS A WHOLE (GROUP), POINTING FINGERS AT THE STUDENTS, USING DEROGATORY WORDS (HAY, SONO)	Addressing the students by using words like 'ya'
	QUESTION ASKED BY THE TEACHER	SUBJECT RELATED QUESTION, OBJECT RELEATED QUESTION ASKING TO WRITE, READ AND DRAWN ETC. ASKING STUDENT TO REPEAT AND CLARIFY DOUBTS, TEACHER ASKING GENERAL QUESTION, ASK ATUDENT ABOUT THEIR LIFE OUTSIDE SCHOOL.	Questions related to the subject only.
	ANSWER OF STUDENT	ALL TOGETHER IN CHOURS, CORRECT ANSWER, WRONG ANSWER, TEACHER HELPS THEM ANSWERING/CORRECTING THEM COLD NOT ANSWER, PASSIVE LISTNER, TEACHER GIVES NO CHANCE TO ANSWER.	By raising hands & teacher gives chance to everyone.
	INSTRUCTION GIVEN BY THE TEACHER	SUBJECT RELATED, DISCIPLINE REALTED, CLUES GIVEN BY THE TEACHER, VERBAL, NON-VERBAL (PHYSICAL)	Instructions are subject related only.
	CHILDREN INVOLVEMENT IN THE CLASS ROOM	PASSIVE LISTNERS, CONCENTRATING ON BLACKBOARD ACTIVITY, READY FOR ANSWERING THE QUESTION	Ready for answering the questions.

PARTICIPATION	TYPES OF VOCAL EXPRESSING OF THE STUDENTS	ASKING SOMETHING, SHOUTING/ WEEPING, COMPLAINING TALKING AND EXPLAINING, MAKING NOISE.	By raising hand for asking something
	STUDENT RESPONSE	STUDENT ANSWERS, ANSWER IN CHOURS, NO PAYING ATTENTION AND DOING SOMETHING ELSE. STUDENT RESPOND POSITIVELY TO TEACHERS INSTRUCTIONS.	Students paying attention & respond positively to teachers instructions.
FINDING EMOTIONAL CLIMATE	DEVELOPING STUDENTS SELF CONFIDENCE	HELP STUDENT FEEL CAPABLE, MINIMIZE THE EFFECTS OF MAKING MISTAKES, BUILD CONFIDENCE, FOCUS ON IMPROVEMNET, SHOWING FAITH IN STUDENTS, ACKNOWLEDGING THE DIFFICULTY OF TASK, FOCUS ON PAST SUCCESS, RECOGNISE ACHIEVEMENT, EXHIBITS ACKNOWLEDGE SUCCESSFUL EXPERINCES.	Focus on improvement & making them feel capable to minimize the effects of making mistakes.
	HELPING STUDENTS TO INTERACT AND BECOME INVOLVED WITH OTHERS	GIVE STUDENTS FIVE A'S- ACCEPTANCE (ACCEPT SINCERELY & UNCONDITIONALLY), ACCEPT STUDENTS PERSONAL STYLE (ATTENTION/ AGREE/ LISTEN TO STUDENTS, INVOLVEMENT IN THE PROJECT WITH STUDENTS), APPREATION AFFIRMATION (ACKNOWLEDGEMENT THE POSITIVE TRAITS VERBALLY OR IN WRITING), AFFECTION (SHOWING AFFECTION WHILE THING DO BAD, SHOWING KINDNESS).	Accept sincerely & unconditionally to students.
	HELP STUDENT CONTRIBUTE	ENCOURAGING STUDENT CONTRIBUTIONS TO THE CLASS, INVITE STUDENTS HELP WITH DAILY TASK, ENCOURAGE STUDENTS TO HELP WITH OTHER STUDENTS.	Encouraging student contributions to the class.

SIGNATURE OF THE PUPIL TEACHER OBSERVING THE LESSON:

*[Handwritten Signature]*

SIGNATURE OF THE PUPIL TEACHER WHOSE LESSON HAS BEEN OBSERVED:

*[Handwritten Signature]*

SIGNATURE OF THE SUPERVISOR:

*[Handwritten Signature]*

*[Handwritten Signature]*  
Principal/Director

**Annexure – 9c**

**ARMY INSTITUTE OF EDUCATION**

(Affiliated to Guru Gobind Singh Indraprastha University)  
Plot No: M1, Pocket P-5, Greater NOIDA- 201306 (UP)  
Ph. No. - 0120- 2343741/42 Email: aiedelhi@gmail.com

**SEP Feedback on Trainee Teachers by Teacher of Teaching Practice School**

B.Ed. Session: 2014-15 Semester: First

Name of Trainee Teacher: Vanshika Singh

Name of Teaching Practice School: Army public school, Shankar Vihar


Name of School Teacher: Neha

Subject of Trainee Teacher: English Class: VIII<sup>th</sup>

Feedback form:

Q. No.	Question	V. Good	Good	Satisfactory	Unsatisfactory
1.	Classroom entry behavior of Teacher.		✓		
2.	Testing of previous Knowledge		✓		
3.	Response to students	✓			
4.	Reinforcement provided to the students		✓		
5.	Way of communication of the teacher	✓			
6.	Content knowledge		✓		
7.	Way of teaching / teaching style	✓			
8.	Behavior with students		✓		
9.	Behavior with school staff	✓			
10.	Over all observation by you		✓		

Suggestion (if any): Excellent behaviour with students, but need to improve class control

  
Signature of school Teacher

Date: 06-11-14

**Annexure – 10**

Permission letter for C-WAT

GOVT. OF NCT OF DELHI  
DIRECTORATE OF HIGHER EDUCATION  
B' WING, 2<sup>ND</sup> FLOOR, 5-SHAM NATH MARG, DELHI-54

No. DHE- 4 (78)/2007-08/ 6543

Dated: 20/12/14

To

**The Registrar,**  
Guru Gobind Singh Indraprastha University,  
Sector 16-C, Dwarka,  
Delhi.

**Sub: Sanction to conduct written test for admission to Army Institute of Education (Army Welfare Education Society) for one year B.Ed. course for the academic year 2015-16.**

Sir,

I am directed to refer to letter No.7845/60-1/AIE/AWES dated 17/11/2014 (copy enclosed) received from Shri AR Chattrji, Colonel, Staff Officer Education (Colleges), HQ Delhi Area (AWES Cell) Pin-900106 C/o 56 APO, on the subject noted above. I am further directed to convey the Govt.'s decision for terming Army Institute of Education/Army Welfare Education Society as a 'Designated Agency' with in the meaning of the 3(g) of the 'the Delhi Professional Colleges or Institutions (Prohibition of Capitation Fee, Regulation of Admission, Fixation of non-exploitative fee and other Measures to Ensure Equity and Excellence) Act, 2007 (Delhi Act 8 of 2007) for conducting written admission test only for one year B.Ed. course for the academic year 2015-16 on the following terms and conditions: -

1. To conduct its own Entrance Test separately to fill up 100% seats in Army Institute of Education for B.Ed. Course during the academic session 2014-15.
2. The Society would conduct the Entrance Test at 15 Centers in the manner as is being done for admission to their other similarly institutes running professional courses.
3. The allotted seats to Army Institute of Education would be filled up by the eligible wards of Army Personnel only.
4. There would be no distinction between the Delhi candidates and the candidates from outside in the matter of admission of Army Institute of Education. So far the admissions are restricted to the wards of Army Personnel.
5. The Army Institute of Education will charge the course fee as per the policy approval of the Govt. of NCT of Delhi/GGSIP University in the matter not exceeding the cap fixed.



Instructions for C-WAT

**C-WAT FOR B.ED COURSE : 19 APR 2015  
(SUNDAY) FROM 0930 TO 1230H**

Mil Tele : 6130

**REGD SDS**  
AWES Cell  
Headquarters  
Western Command  
Chandimandir-134 107

46353/WAT/AWES

11 Feb 15

HQ Southern Comd (AWES)  
HQ Eastern Comd (AWES)  
HQ Central Comd (AWES)  
HQ Northern Comd (AWES)  
HQ South Western Comd (AWES)

List A

**GEN INSTRS : COMBINED WRITTEN ADMISSION TEST (C-WAT) - B.ED COURSE  
ARMY INSTT OF EDN (AIE), GREATER NOIDA**

1. Refs :-

(a) Appx N to AWES Rules & Regs for Professional College/Institutes (Apr 2009 Edition), as amended vide HQ AWES letter No B/45902/Amdt/C/AWES dt 06 Aug 10.

(b) Dates published by Army HQ (AWES) for conduct of WAT 2015 vide their letter No B/45840/WAT/AWES dt 10 Nov 14.

Gen

2. Common WAT for B.Ed Course for the session 2015-17 will be conducted on behalf of AWES by AIE, Greater NOIDA on 19 Apr 15 (Sun) from 0930 hrs to 1230 hrs.

3. The C-WAT will be held at 15 (fifteen) exam centres as approved by AWES. Details of these exam centres are given at Appx att. Each exam centre should be ready to conduct the WAT and all formalities for appt of the Supervisory Bd for each Centre to be completed by 06 Apr 15. In case any Centre has less than 15 candidates, HQs Comd will deactivate such Centre based on recommendations of AIE, Greater NOIDA and direct the candidates to the next/nearest exam centre as per list at Appx att.

Despatch of WAT Documents

4. HQ Delhi Area will ensure that an internal BOO is detailed by AIE to handover complete WAT docs to the couriers in a sealed box. A proper handing/taking over record will be maint by AIE for the same.

**Instrs for Fmn HQ Conducting WAT**

5. **Detl of Supervisory Bd.** The fmns resp for the conduct of C-WAT will detl a Supervisory Bd for their respective exam centres. A copy of the convening order will be endorsed to HQ Western Comd (AWES) and AIE, Greater NOIDA. The composition of the bd will be as under: -

- |     |                  |   |   |
|-----|------------------|---|---|
| (a) | Presiding Offr   | - | Col/Lt Col as considered appropriate for the Centre.  |
| (b) | Members          | - | One Maj/Capt for every 25 candidates or part thereof (one member for each exam hall /room is mandatory) |
| (c) | Adm and Security | - | One JCO (as considered appropriate for the Centre).   |
| (d) | Clk              | - | One JCO (Clk) and one NCO (Clk) per centre with necessary sty for exam.                                 |

6. **Selection of Supervisory Bd.** Offrs from all Arms and Services with min 3 yrs of service will be detl on the Supervisory Bd. It will be ensured that no member of supervisory bd is related to any candidate appearing in the C-WAT. Cert to this effect will be obtained and att with the BPs.

7. **Collection of WAT Docus.** Fmn HQ resp for conduct of WAT will detl a courier consisting of one JCO and one NCO to collect the docus from AIE, Plot M-1, Pocket - 5, Greater NOIDA. The same courier will also deposit the answer books after conduct of WAT. Rail res for the conveyance for both ways journey should be made in adv by respective units from whom couriers are detl. The courier for each centre should report to Principal AIE on 16/17 Apr 14 at 0900h with a steel box and lock with two keys. The Courier will be att to AIE Greater NOIDA and stay in Guest Room of AIE. AIE will fwd nominal roll of the candidates along with the question papers and answer books in a steel box, duly locked and sealed, to the Fmn HQs conducting the WAT. One key of the lock will be handed over to the courier in a sealed envelope who will hand over the steel box and the envelope containing the key to the HQ conducting WAT. Any sign of tampering must be reported by the Presiding Offr to respective HQs Comd (AWES) and AIE, Greater NOIDA imdt. The dupl key of the lock of the steel box will remain in the custody of the Principal of AIE Greater NOIDA.

8. **Action on Receipt of Question Papers and Answer Books.** On receipt of question papers cum answer books, Fmn Cdrs or their nominated reps, in the presence of the Presiding Offr will carry out the following actions:-

- (a) Check the packages for their correct receipt with seals intact. This will be confirmed imdt to the Principal of AIE, Greater NOIDA. Discrepancies, if any, will be reported to the Principal AIE and respective HQs Comd (AWES).
- (b) Open the envp containing nominal rolls, make seating plans and other arngs accordingly. Nominal rolls and seating plan will be displayed at the entrance of the venue.

9. **Safe Custody and Issue of WAT Docus.** Safe custody of question papers and answer books will be ensured as per "CI and Handling of Classified Docu - 1996". Fmn Cdrs or their nominated reps will keep the confd packages containing question papers cum answer books in their safe custody and issue them only on the morning of the day of the Entrance Test to the Presiding officer against a receipt to be kept with the formation HQ for record. The Presiding officer, thereafter, will be resp for the security of the sealed question papers and packages, till their despatch to Principal AIE, through special courier, after conduct of exam.

10. **Snap Check.** Fmn Cdr or an offr nominated by him will carry out snap check of the entrance test centre to ensure proper supervision during the test. The time of such checks with detls of offr carrying out snap check will be reflected in the Bd proceedings at the end of the test, while returning the answer sheets by the Presiding Offr.

#### **Admit Card**

11. Original Admit cards will be sent by Principal, AIE Greater NOIDA after scrutiny directly to the candidates, who are found eligible for the test.

12. Candidates taking the C-WAT must produce Admit Card on the day of the test for iden. Any candidate w/o an Admit Card should normally not be allowed to take the test. However, if the Presiding Offr is satisfied with the genuineness of the candidate, he may allow him/her to appear as 'Provisional' with suitable remarks on the test booklets and Answer Sheet in bold letters (in red ink). The circumstances under which such candidates were allowed to appear in the test will be elaborated in the Board proceedings. The Attendance card sent by AIE, Greater NOIDA would help in identifying such candidates.

#### **Instrs to Supervisory Bds Conducting C-WAT**

13. The instrs for Supervisory Bds conducting C-WAT are given in Appx B of the SOP ref above. A copy will be issued to the Presiding Offr by the conducting fmn HQ for strict compliance.

14. **Collection of Test Booklets.** Test booklets and answer sheets in r/o candidates will be collected by the invigilator on conclusion of the allotted time. At the end of the C-WAT, the Supervisory Bd will ensure the fwg endorsements on each Answer Sheet :-

(a) Name of candidate, Father/Husband Name, Exam Centre Code, Roll No, Exam Centre, Cat, Sex, DOB have been entered in the space provided only and at no rpt no other place.

(b) That it bears no other iden of mks of the candidate.

15. **Desp of Answer Books.** Attn of the Supervisory Bd is drawn to Para 15 of Appx B of the SOP ref above for detailed instrs for desp of answer books. On 20 Apr 15, the Courier will collect exam docus from the Presiding Offr of the conducting centre and will start return journey on same day to AIE, Greater NOIDA. Fmn HQ will intimate train No, date and time of reaching to Addl Director AWES, HQ Delhi Area, Delhi Cantt (Tele No : Mil 36937, 36875, Civ 011-25683429). On reaching Greater NOIDA, the courier will hand over the sealed steel box to Principal, AIE and obtain a receipt for the same.



Tele Comn

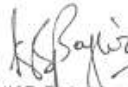
16. The Fmn HQ conducting the test will provide exclusive civ tele comn, incl STD facilities, to the Presiding Offr to help contact Principal, AIE on any matter relevant to the admission test. The fwg tele Nos of AIE, Delhi Cantt may be used :-

- (a) Civil Tele No of AIE, Greater NOIDA – 0120-2343741.
- (b) Mob No of Dr Saksham Singh, Principal AIE - 9958003280.
- (c) Mob No of Mr Malikhan Singh, Office Supdt, AIE - 09654491159.

Conclusion

17. It is requested that suitable instrs be issued to fmns conducting the C-WAT to strictly follow the schedule and directions given in these Gen Instrs.

18. Please ack.

  
(KS Bajwa)  
Col (Retd)  
Dir (AWES)  
for GOC-in-C

Encls : As above

Copy to :-

Army Welfare Education Society (AWES) -  
Adjutant General's Branch C & W Dte  
Integrated HQ of MoD (Army)  
Building No 202, Shankar Vihar  
Delhi Cantt 10

for information please wrt your letter No  
B/45840/WAT/AWES dt 10 Nov 14.

(Fmns Resp as per Appx )

✓ Army Institute of Education (AIE)  
M-1, Pocket-5,  
Sector – CHI, Greater NOIDA  
Gautam Budhnagar (UP)  
PIN – 201 306

Appx

(Ref Para 3 of HQ Western Comd letter No  
46353/WAT/AWES dt 11 Feb 15)

Ser	Station (Code)	Formations Responsible	Venue
1.	Pathankot (01)	HQ 21 Sub Area (A) Col A – 6214 (Mil) DAAG – 6216 (Mil)	Army Public School Pathankot Teh - Pathankot Distt – Gurdaspur (Punjab)
2.	Jalandhar Cantt (02)	HQ 91 Sub Area (A) Tele – 6205	Army Public School Hoshiarpur Road Jalandhar Cantt – 144005
3.	Ambala (03)	HQ 2 Corps(A/AWES) Tele No 3931	Army Public School 90, Alexandra Road Ambala Cantt – 133001
4.	Delhi (04)	HQ Delhi Area Tele-25666587, 25681973 Mil – 6937	Army Public School Shankar Vihar Delhi Cantt – 10
5.	Kota (05)	HQ 18 Inf Div (A)	Army Public School Kota
6.	Jodhpur (06)	HQ 12 Corps (AWES)	Army Public School (Near Gujar Market) Jodhpur (Rajasthan)
7.	Dehradun (07)	HQ 14 RAPID(S) (A)	Army Public School Clement Town Dehradun (UA) – 248001
8.	Lucknow (08)	HQ Madhya Sub Area (A)	Army Public School , SP Marg. Near Top Khana, Lucknow Cantt-226002
9.	Bhopal (09)	HQ Bhopal Sub Area (A)	Army Public School Near Hill Bhopal on Jaipur Byepass Road a Bhopal Mil Stn
10.	Pune (10)	HQ Pune Sub Area (A) Tele – 6102210	Army Public School Near Signal Regiment Southern Command Sholapur Road, Pune-411 001
11.	Secunderabad (11)	HQ Andhra Sub Area (A) Tele – 7882004	Army Public School No 1 Ramakrishna Puram Secunderabad (AP)
12.	Bangalore (12)	HQ K &K Sub Area (A) Tele – 25591722, 5096507	Army Public School Abdul Hamid Barracks Kamaraj Road, Bangalore- 560042
13.	Kolkata (13)	HQ Bengal Area (A) Col (A) – 6122 (Mil) DAAG - 6171 (Mil)	Army Public School Ballygunge Maidan Camp Kolkata – 700019
14.	Guwahati (14)	HQ 51 Sub Area (A)	Army Public School Narangi PO – Satgaon Guwahati – 781027
15.	Danapur (15)	HQ JOB Sub Area (A)	Army Public School Danapur Cantt – 801503(Bihar)

SOP for C-WAT

x - N

Article 233)

**STANDING OPERATING PROCEDURE FOR CONDUCT OF WAT  
TEST (WAT) AND ADMISSION PROCEDURE FOR PROFESSIONAL COLLEGES**

**ADMISSION  
COLLEGES**

**INTRODUCTION**

**General**

1. Army Welfare Education Society (AWES) is controlling a number of Professional Colleges. The admission to AWES run colleges are basically governed by the following methods:-

(a) Through examination conducted by other agencies e.g. Common Admission Test (CAT), All India Engineering Entrance Examination (AIEEE) & Common Entrance Test MBBS (CET MBBS) (for Army Institute of Management Kolkata, Army Institute of Management & Technology Greater Noida, Army Institute of Technology Pune and Army College of Medical Sciences Delhi Cantt).

(b) Through WAT conducted by AWES (Remaining Professional Colleges).

**Combined WAT (C-WAT)**

2. **AIE, ACE & AIHE.** AIE, Delhi Cantt will conduct and coordinate the C-WAT including printing of question papers for AIE, ACE and AIHE. AIE will also arrange correction and preparation of merit list for ACE and AIHE.

3. **ACDS, ACN & AIN.** ACDS Secunderabad will conduct and coordinate the C-WAT including printing of question papers for ACDS, ACN & AIN. ACDS will also arrange correction and preparation of merit list for ACN & AIN.

4. **ACDS (PG Courses).** Question paper will be prepared under the aegis of DGDS and printing of the same will be done under supervision of Director Colleges. ACDS Secunderabad will conduct and co-ordinate the WAT. Evaluation of answer sheets and preparation of merit list will be responsibility of DGDS Secretariat.

5. Our WAT/C-WAT and admission procedure must be transparent, fair, judicious, efficient and should be perceived to be so.

**AIM**

6. To lay down guidelines for conduct of WAT/C-WAT and streamline admission procedure for all Professional Colleges under aegis of AWES.

**SCOPE**

7. The guidelines are laid out in five parts as follows:-

- (a) Part I - Preparatory Action.
- (b) Part II - Setting of Question Papers and Reprography.

- (c) Part III - Conduct of WAT/C-WAT.
- (d) Part IV - Preparation/Declaration of Result and Admission Procedure.
- (e) Part V - Miscellaneous.

#### **PART – I : PREPARATORY ACTION**

##### **Publication of Admission Notice**

8. HQ AWES will be responsible for publication of a common advertisement in leading national dailies. Draft advertisements will be forwarded by Professional Colleges by 10 Dec every year so that advertisement appears in National dailies by 10 Jan every year. In case of AIMK/AIMT, draft advertisements will be forwarded by 01 Aug every year.
9. Initial expenditure on the advertisement will be incurred by HQ AWES and reimbursed by all Colleges proportionately thereafter.
10. HQs Command AWES will be responsible to submit three suggested dates of WAT/C-WAT by 15 Nov for their institutions, after having carried out coordination with major national/state level exams so as to avoid clash of dates. The schedule of dates will be confirmed by HQ AWES to all concerned by 30 Nov every year. All WAT/C-WAT will be planned/conducted during Apr/May every year except PG ACDS and AIFD which will be conducted in March and Jul respectively. The dates of WAT/C-WAT, once notified, will not be changed under any circumstances. HQ Commands therefore should take due care while suggesting dates of WAT/C-WAT.

##### **Prospectus**

11. The draft prospectus, duly scrutinized by intermediate HQs will be forwarded to HQ AWES by 15 Nov every year. HQ AWES will scrutinize all Prospectus and accord approval by 30 Nov every year. Prospectus will be ready for sale by 01 Jan every year. Concerned Professional College will despatch 30 copies to HQ AWES and 15 copies each to HQ Commands for direct sale. Sale of prospectus will be carried out through bank drafts only. There will be no cash transaction. In addition, five complimentary copies (duly stamped as complimentary) will be sent to HQ AWES and one complimentary copy each to Headquarters Command (AWES) and other professional colleges.

##### **Processing of Application**

12. Director / Principals of respective Professional Colleges will be responsible for the processing of applications through a Board of Officers (BOO) detailed from the college. Thorough check of eligibility conditions, educational qualifications, category and other relevant details will be carried out before despatching the Admit Cards. Admit Cards will be despatched 20 days before WAT/C-WAT by Speed Post / Registered Post.
13. **C-WAT of AIE, ACE & AIHE.** AIE will be responsible to process the applications of AIE, ACE & AIHE. ACE and AIHE should insert suitable instructions in their prospectus for the candidates to submit filled applications directly to Principal, AIE Delhi Cantt. After declaration of results, AIE will forward complete documents to ACE and AIHE for their record and necessary action.

14. **C-WAT of ACDS, ACN & AIN.** ACDS will be responsible to process the applications of both ACDS, ACN & AIN. ACN and AIN should insert suitable instructions in their prospectus for the candidates to submit filled applications directly to Principal, ACDS Secunderabad. After declaration of results, ACDS will forward complete documents to ACN and AIN for their record and necessary action.

## **PART – II : SETTING OF QUESTION PAPERS AND REPROGRAPHY**

### **Setting of Question Paper**

15. Chairman will nominate Director / Principal in writing through a confidential letter assigning him the responsibility of getting the paper set through a paper setter 45 days in advance. The paper setter should be made fully conversant with the trend of question paper as per the sample given in the prospectus. Name of paper setter will be known only to the Chairman and Director / principal, as nominated.

16. The paper setter will hand over three sets of question paper in separate sealed envelopes within 15 days. The questions will be based on Optical Magnetic Reader (OMR) pattern. Directors / Principals will present all the three sealed envelopes to the Chairman. The Chairman will select one sealed set at random and hand over to the Director / Principal for reprography.

### **Reprography**

17. The nominated officer will select the Printer with due care and his confidentiality will be maintained. The Director / Principal may take assistance of a suitable officer duly nominated in writing by the Chairman. Chairman and the Director / Principal will be solely responsible to maintain security of the entire process of printing and packing and will be personally accountable.

18. Maximum 20 Question Papers will be packed/sealed in one packet. The packing/sealing of question papers will be done in the printing press based on the demand at each examination centre. Concerned Professional College will provide steel box for each examination centre, which will be carried by the courier.

## **PART – III : CONDUCT OF WAT**

### **Action by HQs Command**

19. **Examination Centres.** Venues, Exam Centres and formations responsible for conduct of WAT have been laid down in Appendix 'A' to this SOP. No one is authorised to make any changes to this. In case any centre has less than 20 candidates, they will be given their second choice of centre as indicated in their application form. HQs Command will deactivate such centre based on the recommendations of concerned Professional College.

20. **Conduct.** Successful conduct of WAT will entirely be the responsibility of HQs Command (AWES). Respective HQs Command controlling the Professional College will issue instructions for WAT of each Professional College at least 60 days in advance. Director AWES, HQs Command therefore should remain in close touch with the respective Professional College and also maintain liaison with other Directors AWES.

Commands to ensure foolproof conduct of WAT. Copy of the letter will also be endorsed to Army HQ (AWES). These instructions will include the following: -

- (a) Date, time and venue of examination.
- (b) Centres for examination.
- (c) Date of arrival / departure of Courier.
- (d) Special instructions to Courier.
- (e) Instructions for examination conducting Formations HQ.
- (f) Instructions for Supervisory Boards. (Invigilation)

21. **Despatch of WAT Documents.** HQ Commands will ensure that the concerned Professional Colleges details an internal BOO to handover the complete examination documents which will be sealed in a steel box in the presence of the courier. A proper handing/taking over record will be maintained by the college.

#### Action by Formation HQs

22. **Detailment of Supervisory Board.** Formations HQs responsible for conduct of WAT will detail a Supervisory Board for their respective examination centres. The copies of the convening order will also be endorsed to concerned HQ Command (AWES), responsible for conduct of the exam and to concerned Professional College. The composition of the board will be as under: -

- (a) Presiding Officer - Col/Lt Col/Major.
- (b) Members - One Officer/JCO for every 25 candidates or part there of (one member for each examination hall / room is mandatory).
- (c) Adm and Security - One Officer / JCO as considered appropriate for the centre.
- (d) Clerk - One JCO and one NCO per centre.

23. **Selection of Supervisory Board.** Officers from all arms and services will be detailed on the Supervisory Board. It will be ensured that no member of supervisory board is related to any candidate appearing in the WAT/ C-WAT.

24. **Safe Custody.** Safe custody of question paper and answer books will be ensured as per "Classification and Handling of Classified Document -1966".

25. **Administrative Instruction.** Will be issued 30 days before the scheduled date of WAT/C-WAT.

26. **WAT Documents.** A courier consisting of one JCO and one NCO will be detailed to report to the respective Professional Colleges for collection of WAT documents 15 days prior to the date of examination as per the schedule intimated by the Professional College. Respective Colleges will forward nominal roll of the candidates along with the question paper and answer books in a steel box, duly locked and sealed, to the Formation HQs conducting the WAT. One key of the lock will be handed over to the courier in a sealed envelope who will hand over the steel box and the envelope containing the key to the HQ conducting WAT. Any sign of tampering

must be reported to HQs Command (AWES) and the Professional College immediately. A duplicate key of the lock of the steel box will remain in the custody of the Director of the College.

27. **Action on Receipt of Question Papers and Answer Books.** On receipt of question papers cum answer books, Formation Commanders or their nominated representatives, in the presence of the Presiding Officer will :-

(a) Check the packages for their correct receipt with seals intact. This will be confirmed immediately to the director of the concerned Professional College. Discrepancies, if any, will be reported to the Director/Principal of the concerned College and HQs Command (AWES).

(b) Open the envelope containing nominal rolls, make seating plans and other arrangements accordingly. Nominal rolls and seating plan will be displayed at the entrance of the venue.

28. **Issue of Question Papers.** Formation Commanders will keep the confidential packages containing question paper cum answer books in safe custody and issue them only on the morning of the day of the Entrance Test to the presiding officer against a receipt to be kept with the formation HQ for record. The Presiding officer, thereafter, will be responsible for the security of the sealed question paper packages.

29. **Telephone Communication.** Exclusive telephone communication and STD facilities to the presiding officer at the Entrance Test Centre will be provided. Signal centre will be instructed to accord Top Priority to calls made by the Presiding Officer.

30. **Snap Checks.** Formation Commanders / an officer nominated by him will carry out snap checks to ensure proper supervision during the test. The time of such checks will be reflected in the board proceedings at the end of the test.

31. **Directions To Candidates.** Suitable arrangements will be made for directing the candidates to the WAT Centres/Venue.

32. **Instructions For Supervisory Boards Conducting WAT.** Appendix 'E' refers.

#### **Action By Professional Colleges**

33. Suggested guidelines are given below:-

(a) Thorough scrutiny of applications to check eligibility, dependency status and other conditions.

(b) Issue of admit cards. Ensure that correct venue, date and timings are given.

(c) Correct packing and dispatching of WAT exam material through courier.

(d) Remain in constant touch with controlling formation HQ and HQ Command (AWES) for implementing any change in the laid down instructions.

**PART – IV : PREPARATION/DECLARATION OF RESULT AND ADMISSION  
PROCEDURE**

**Evaluation of Answer Sheets**

34. A suitable software firm will be appointed with due care to evaluate the answer sheet through OMR. The subjective questions, if any, will be evaluated by the internal BOO detailed by the concerned college. Correct and accurate compilation of marks will be ensured.

**Preparation of Initial Merit List**

35. Merit list will be prepared duly giving the weightage to wards of awardees as per AWES policy. In case of a tie, guidelines laid down by the concerned Professional College will be strictly adhered to.

**Counselling / Group Discussion / Interview**

36. **Intimation To Candidates.** Short listed candidates will be intimated atleast 15 days prior to conduct of counselling. Chairman, in consultation with Director / Principal, will appoint the panel for counselling / Group Discussion / Interview (as applicable).

37. **Display On Website.** Intimation regarding the list of short listed candidates as also the dates of counselling, Group Discussion / Interview (as applicable) will also be displayed on the website of the institute.

38. **Gap Between Counselling.** There will be a clear gap of 10 days between each counselling. It will be the responsibility of Directors / Principals to ensure that candidates are given sufficient time for attending the counseling. Under no circumstances, the candidates should be deprived counselling for want of timely information.

**Preparation of Final Merit List**

39. The final merit list will be prepared for the qualifying candidates three times the number of seats being offered by the college.

**Approval of the Result**

40. Results will be approved by the Chairman of concerned Professional College. No approval is required from HQ AWES. In case number of qualifying candidates is less, approval of concerned University/HQ AWES will be taken to lower the cut off percentage.

**Declaration of Result**

41. Declaration of result will be on date and time, as has been notified in the prospectus. Since evaluation of Answer Sheets is done through OMR, results will be declared within 15 days from date of conduct of WAT. The concerned Professional



College will forward a soft copy of the result to HQ AWES one day prior to declassification. The result will be declared in two parts as under:-

- (a) **Part I - For Selected Candidates.** Names in alphabetic order without giving any details of marks.
- (b) **Part II - For Waitlisted Candidates.** Names in the order of merit without giving any details of marks. ✓

42. The result will be placed on the website of the concerned Professional College on the predetermined date. A disclaimer to protect against any legal action will also be added.

#### **Admission**

43. Detailed Joining instructions to the selected candidates will be sent 15 days prior to the commencement of the course.

#### **PART – V : MISCELLANEOUS**

44. **Handling.** Instructions laid down for handling of classified documents in "Classification and Handling of Classified Documents 1966" will be strictly followed for handling WAT related documents and result till declassification.

45. **Applicability.** The procedure with respect to preparation of merit list, counselling and declaration of result is applicable to those Professional Colleges also where WAT is not conducted by AWES.

46. **Violation.** Any violation of instruction will be treated as dereliction of duties by the concerned officials.

47. **Broad Schedule of Dates.** Appendix 'C' refers.

#### **SUMMARY**

48. The conduct of WAT, in a fair and transparent manner, is an assuring aspect of AWES. The conducting formation and Professional Colleges will formulate detailed coordinating instructions to ensure proper conduct of the WAT and admission process.

49. Our circular No 02/Colleges/2005 issued vide letter No B/45724/SOP/AWES dated 18 Oct 2005 is hereby superseded.

**Appendix 'A'**  
(Refers to Para 19)

**FIXED VENUES AND CONDUCTING FORMATIONS FOR WRITTEN  
ADMISSION TEST (WAT) FOR PROFESSIONAL COLLEGES**

Ser No	Station (Code)	Formations Responsible	Venue	Tele
01.	Pathankot (01)	HQ 21 Sub Area (A) Col A - 6214 (Mil) DAAG - 6216 (Mil)	Army School Pathankot Teh - Pathankot Dist - Gurdaspur (Punjab) - 145001	6193(Mil) 0186- 2227387
02.	Jalandhar Cantt (02)	HQ 91 Sub Area Tele-6205	Army Public School Hoshiarpur Raod Jalandhar Cantt-144005	2580 (Mil) 0181 - 2630776
03.	Ambala (03)	HQ 2 Corps (A Branch/ AWES Cell) Tele - 3931 (Mil)	Army Public School 90, Alexandra Road Ambala Cantt-133001	3925(Mil) 0171 - 2632210 2633159
04.	Delhi (04) (Only for AIHM&CT, ACDS, ACN and AIN)	HQ Delhi Area Tele-25681973 Mil -36937	Army Public School Kirby Place Sadar Bazar Road Delhi Cantt-110 010	36082 (Mil) 011- 25693777 25692720
	Delhi (04) (Only for AIFD, ACE, AIE & AIHE)	HQ Delhi Area Tele-25681973 Mil -36937	Army Public School Shankar Vihar, Delhi Cantt-110 010	011- 26155645 26153558
05.	Kota (05)	HQ 18 Inf Div (A) Mil - 2407	Army Public School, Kota Dadwara Cantt, Kota - 324002	6132(Mil) 0744- 2333344
06.	Jodhpur (06)	HQ 4 Indep Armd Bde Mil - 2017	Army Public School (Near FOL Depot Ajmer Road Jodhpur - 342010	6930 (Mil) 0291- 2511063
07.	Dehradun (07)	HQ UA Sub Area (A) Mil : 6208	Army School Clement Town Dehradun (UP) - 248002	2735(Mil) 0135- 2643584
08.	Lucknow (08)	HQ Lucknow Sub Area (A) Mil : 6208	Army Public School Nehru Road, PO - Dilkusha Lucknow Cantt (UP) -226002	6929(Mil) 0522- 2296929
09.	Bhopal (09)	HQ Bhopal Sub Area Mil : 6208	Army Public School Moti Lal Nehru Nagar Bhopal, (MP)- 38	3857 (Mil) 0755- 2800727 2800807
10.	Pune (10)	HQ Pune Sub Area (A) Tele -6102210	Army Public School Near Empress Garden Pune-411001	2255 (Mil) 020 26362765

**Annexure – 11**

UGC-Certificate

UNIVERSITY GRANTS COMMISSION  
SAHADURSHAH ZAFAR MARG  
NEW DELHI-110 002



Speed Post

May, 2010

No. 413 (CPP-I Colleges)  
www.ugc.ac.in  
No B-313/2009 (CPP-I/C)

The Registrar,  
Guru Gobind Singh Indraprastha University,  
Kashmere Gate,  
Delhi – 110 006.

24 MAY 2010

Sub: - Recognition of College under Section 2 (f) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter No. 20504/Gen/AIE dated 04.02.2010 received from the Principal, Army Institute of Education, Kandhar Lines, Ring Road, Delhi Cantt, New Delhi – 110 010 on the above subject and to say that it is noted that the College is un-aided/self financed and on temporary affiliation. I am further to say that the name of the following College has been included in the list of Colleges prepared under Section 2 (f) of the UGC Act, 1956 under the head Non Government Colleges teaching upto Bachelor's Degree.-

Name of the College	Year of Establishment	Remarks
Army Institute of Education, Kandhar Lines, Ring Road, Delhi Cantt, New Delhi – 110 010.	2003	The College is not eligible to receive Central assistance in terms of the rules framed under Section 12 (B) of the UGC Act, 1956 as it is a self financed College.

The un-aided/self financed colleges are not being included under Section 12 (B) of the UGC Act, 1956 presently.

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission

Yours faithfully,

*(V.K. Jaiswal)*  
(V.K. Jaiswal)  
Deputy Secretary

Copy to:-

1. The Principal, Army Institute of Education, Kandhar Lines, Ring Road, Delhi Cantt, New Delhi – 110 010.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Higher Education, Shastri Bhawan, New Delhi - 110 001
3. The Secretary, Department of Higher Education, Govt. of NCT, Delhi, Delhi Secretariat, (New Delhi).
4. The Joint Secretary, UGC, Northern Regional College Bureau (NRCB), 35, Ferozeshah Road, New Delhi – 110 001.
5. Publication Officer (UGC-Website), New Delhi.
6. Section Officer (FD-III Section), UGC, New Delhi.
7. All Sections, UGC, New Delhi
8. Guard file

*(Signature)*

*(Signature)*  
(Sunita Gupta)

Ph. 23236351, 23232701, 23237721  
23234116, 23235733, 23232317  
23 0735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)  
UGC Website: [www.ugc.ac.in](http://www.ugc.ac.in)  
F. No. 8-149/2014 (CPP-I/C)



विश्वविद्यालय अनुदान आयोग  
बहादुरशाह जफर मार्ग  
नई दिल्ली-110 002  
UNIVERSITY GRANTS COMMISSION  
BAHADURSHAH ZAFAR MARG  
NEW DELHI-110 002

April, 2015

APR 2015

The Registrar,  
Guru Gobind Singh Indraprastha Vishwavidya aya  
Kashmere Gate  
New Delhi

**Sub: - Change in the address** of College under Section 2 (f) of the UGC Act, 1956.

Sir,

With reference to the letter no. 30504/NAAC/AIE dated 16.12.2015<sup>4</sup> regarding change in address of college **Army Institute of Education, Plot No. M-1, Pocket P-5, Greater Noida, District Gautam Budh Nagar – 201 306, Uttar Pradesh**, I am directed to say that the change in the address of college has been made in the list of colleges maintained under Section 2 (f) of the UGC Act, 1956 under the head 'Non-Government' Colleges teaching upto Bachelor's Degree' as under:-

Existing address of the college included under Section 2 (f)	Revised address of the college included under Section 2 (f)
Army Institute of Education, Kandhar Lines, Ring Road, Delhi Cantt – 110 010, Delhi. Estt. 2003.	Army Institute of Education, Plot No. M-1, Pocket P-5, Greater Noida, District Gautam Budh Nagar – 201 306, Uttar Pradesh. Estt. 2003.

Yours faithfully,

(Charan Dass)  
Under Secretary

Copy to:-

- ✓ The Principal, Army Institute of Education Plot No. M-1, Pocket P-5, Greater Noida, District Gautam Budh Nagar – 201 306, Uttar Pradesh.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary & Higher Education, Shastri Bhawan, New Delhi - 110 001.
3. The Secretary (Education), Govt. of NCT. of Delhi, Room No.6, Delhi Sectt., Delhi – 110 054.
4. The Joint Secretary, UGC, Northern Regional College Bureau (NRCB), 35, Ferozeshah Road, New Delhi – 110 001
5. Publication Officer (UGC-Website), New Delhi.
6. Section Officer (FD-III Section), UGC New Delhi.
7. Guard file.

*Rita Chhabra*  
21.04.2015  
(Rita Chhabra)  
Section Officer

**Annexure – 12a**

Copy of selected Blue Book Pages

Organization &amp; Functions of AWES

**CHAPTER – 2****ORGANISATION AND FUNCTIONS OF ARMY WELFARE EDUCATION SOCIETY****References**

1	Appendix A	- Certificate of Registration of Army Welfare Education Society	Article 11
2	Appendix B	- Consolidated Information Data on Functioning of AWES Professional Institutes (Format)	Article 24
3	Appendix C	- Recruitment Policy	Article 28
4	Appendix D	- SOP for Conduct of Annual Conference of Directors/Heads of Professional Colleges	Article 33
5	Appendix E	- Org and Functions of AWES, Integrated HQ of MoD(Army)	Article 36
6	Appendix F	- Organisation and functions of AWES Cells at HQ Commands, Selected Corps and Area HQ	Article 37

**General**

11. Army Welfare Education Society (AWES) is a registered body under the Societies Registration Act XXI of 1860 vide Registrar of Societies Delhi Administration, Delhi, Certificate No S/13459 dated 29 Apr 83 for the purpose of establishing and running Army Schools, Army Public Schools and Professional Colleges through out the country. The Certificate of Registration of Army Welfare Education Society is attached as **Appendix A**.

**General Body**

12. The General Body shall consist of all the officers who hold the same or similar or equivalent appointments to those included in the Memorandum of the Society and any other person(s) elected by the General Body or nominated by the President.

13. A three tier command and control system for the Professional Institutions will be as under:-

- (a) Board of Governors and its Executive Committee at Army Headquarters.
- (b) Board of Administration at Headquarters Command.
- (c) Managing Committee at station where the Institute is located.

**Board of Governors**

14. Board of Governors is the Governing Body, which would lay down policy guidelines for the management and functioning of the Institutions. The Governing Body shall consist of the

under mentioned officers and any other person(s) nominated by the President or elected by the Governing Body:-

- |                  |  |
|------------------|--|
| President        | - Chief of the Army Staff                                      |
| Vice Presidents  | - Vice Chief of the Army Staff                                 |
|                  | - 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 South Western Command |
|                  | - General Officer Commanding-in-Chief HQ ARTRAC                |
| Members          | - Adjutant General   |
|                  | - Quartermaster General  |
|                  | - Engineer-in-Chief  |
|                  | - Director General, Discipline, Ceremonials & Welfare          |
| Member Secretary | - Managing Director, Army Welfare Education Society            |

15. The Member Secretary of the Board of Governors shall keep written records of the proceedings of all meetings of the Board of Governors. These minutes shall be issued within 30 days from the date of the meeting to all concerned, after the President has approved them.

**Functions of the Board of Governors**

16. The Board of Governors shall issue directions, as they consider necessary or expedient for implementing the aims and objectives set out in the Memorandum of Army Welfare Education Society (AWES).

17. The Board of Governors shall have all the powers that may be necessary or expedient for doing any of the things referred to in Article 16 above and for the management and administration of the institutions established by the Society.

18. Without prejudice to the general powers vested in the Board of Governors vide Article 16 above, it shall have the powers to:-

- (a) Formulate macro policies / new initiatives / Directions.
- (b) Strategic Management of AWES.

- (c) Guidelines on utilization of resources and funds.
- (d) Opening of new professional colleges.
- (e) Decisions on issues projected by the Executive Committee.
- (f) Any other issue considered relevant.

**Frequency of Meeting**

19. The Governing Body shall hold meeting as and when necessary but must meet at least once in a calendar year. It shall discuss and decide on the suggestions and recommendations made by the Board of Administration of Commands and members of the Board of Governors. Fifteen days notice will be given to all members for ordinary meetings and seven days for special or extraordinary meetings.

**Quorum**

20. The meeting shall be considered properly constituted with a minimum of one-third members present. Minutes of the duly constituted meeting shall be properly recorded.

**Executive Committee**

21. To assist the Board of Governors and to carry out the day to day work, there shall be an Executive Committee constituted as under:-

- |                  |   |
|------------------|---|
| Chairman         | - Adjutant General                                      |
| Members          | - Director General, Discipline, Ceremonials and Welfare |
|                  | - Additional Director General, Ceremonials and Welfare  |
|                  | - Managing Director, Army Welfare Education Society     |
|                  | - Dy Managing Director, Army Welfare Education Society  |
| Member Secretary | - Director Coord, Army Welfare Education Society        |

**Notes :-**

1. Members of the Board of Governors and the Executive Committee will be Co-terminus with their respective offices.
2. The President/Chairman may invite any other person to attend a meeting in an advisory capacity.
3. The concerned Directors (AWES) will attend the meeting as and when required

**Powers and Functions of the Executive Committee**

22. The Executive Committee will meet at a periodicity of not less than once in three months. The powers and functions of the Executive Committee would be as under :-

- (a) Formulate, issue and implement policies for smooth and efficient management of Army Welfare Education Society and its institutions in consonance with the policy parameters laid down by the Board of Governors.
- (b) Decide policy in regard to initial corpus and grants to various schools/institutions, control of Central Funds and budget of AWES.
- (c) Provide guidelines on financial management to schools/institutions.
- (d) Formulate and issue policy on opening of new schools/institutions.
- (e) Lay down policies on Administration and Technical Inspections of Schools/Colleges.
- (f) Lay down terms and conditions of service of the staff employed in HQ AWES, AWES Cells, Army Schools/Colleges and review the same as and when considered necessary.
- (g) Formulate, issue, review and amend Rules and Regulations for Army Schools/Colleges from time to time.
- (h) Formulate and issue policies on standardization of various procedures and on matters related to improvement of academic standards of schools/institutions.
- (i) Lay down the policy and procedure for conduct of business by Academic Advisory Council.
- (k) Recommend important matters for consideration of BOG.
- (l) Any other matter incidental or connected with the above functions or assigned to it by the BOG.

**Financial Management**

23. Corpus and Grants to the institutions will be provided as decided by the Board of Governors from the Welfare Funds of the Adjutant General's Branch, Integrated HQ of MoD (Army). The Board of Administration and the Managing Committee of the respective institutions will manage recurring expenditure and other expenses of institutions. In this connection please refer to Volume II of Financial Management, Army Professional Colleges/Institutions Mar 2007.

**College Information Data**

24. Consolidated information Data will be forwarded by Colleges/Institutions directly to AWES HQ with a copy to HQ Commands by August every year, on format as given at Appendix B.



**Audit**

25. A firm of chartered Accountants will audit the accounts of the college/institution annually, the Accounting year being from Apr to Mar of the preceding year (Financial year).

**Board of Administration at Headquarters Commands**

26. This body would ensure that the guidelines laid down by the apex body, the Board of Governors, are adhered to meticulously for the efficient running of all institutions in the Command. It would be composed of the following officers at Headquarters Commands and any other person(s) nominated by the Patron and the Chairman:-

Patron	-	GOC-in-C
Chairman	-	Chief of Staff
Members	-	Maj Gen Administration/ MG GS
	-	Brig 'A'/BGS
	-	Dy JAG
	-	Col 'A'/Col GS
	-	Col 'Q'
	-	Col (Edn)
Member Secretary	-	Director AWES Cell

**Functions of Board of Administration**

27. The Board of Administration at Headquarters Command shall implement the broad policies concerning the institutions laid down by the Board of Governors from time to time.

28. The Board of Administration shall provide common guidelines for the institutions in the command to cover the following areas:-

- (a) Creation of new Institutions.
- (b) Development of infrastructure.
- (c) Monitoring of Academic performance and placement of students.
- (d) Recruitment, as specified in SOP forwarded vide Army HQ Letter No B/45724/ SOP/AWES dated 20 July 2006. Please see Appendix C.
- (e) Monitoring of finances and financial support where necessary.
- (f) Scholarship policy.
- (g) Inspection of the Institutions.

- (h) All such matters, which are directly or indirectly linked with improvement of Institutions.

**Controlling HQ**

29. Command HQ will nominate a controlling HQ for each Professional College. Commander posted at Controlling HQ would be nominated as Chairman of the College Managing Committee by the Command concerned. In order to ensure continuity, Controlling HQ will not be changed irrespective of the seniority of the Commander nominated as Chairman. For newly created Colleges, Controlling HQ would be laid down by HQ Commands and intimated to AWES, Integrated HQ of MoD(Army). Preferably Static formations/HQ should be nominated as controlling HQ.

**Institute/College Managing Committee**

30. For day-to-day administration of the Institute/College, Institute/College Managing Committee will be formed. Its composition, functions, powers and responsibilities are given in detail in Articles 45 of Chapter 3.

**Annual Conference of Directors/Head of Professional Colleges**

31. Annual Conference of Directors/Head of Professional Colleges will be held every year. It will be chaired by the AG and attended by the following :-

- (a) DG DC & W.
- (b) Managing Director AWES.
- (c) Director/Head of Professional Colleges.
- (d) Director AWES Cells, HQ Commands.
- (e) Any special invitees nominated by HQ AWES.

32. Directors/Heads of the professional colleges will give a presentation to include the following :-

- (a) Statistical health of the College and its analysis.
- (b) financial management.
- (c) Implementation of expansion plan, if any.
- (d) Progress on directions given during presentation of previous year, tour notes and directions issued by higher Headquarters from time to time.
- (e) Miscellaneous points including raising of fees, course capacity, improvement of infrastructure etc.

33. Important details on the above are laid down in Army HQ letter No B/45724/SOP/AWES dated 18 Mar 2005 placed at Appendix D.

**AG's Annual Conference**

34. **Composition.** There would be Annual AG's Conference Chaired by the Adjutant General at a place and time decided by him. The conference will be attended by the following :-

- (a) Chairman - Adjutant General.
- (b) Members -
  1. DG D, C&W.
  2. ADG C&W
  3. MG-ic-Adm, All Commands
  4. MD AWES.
  5. Directors HQ AWES.
  6. Directors AWES Cells, All Commands
  7. Any other special invitee

35. **Functions.**

- (a) Management and Administration of AWES run institutions including placements, where applicable.
- (b) Perspective plans including faculty development programmes.
- (c) Financial Management.
- (d) Infrastructure, expansion/relocation plans, if any.
- (e) Inspection by Statutory Bodies.
- (f) Written Admission Tests (WATs)
- (g) Any Point/Agenda that is required to be put up to BOG.

**AWES at Integrated HQ of MoD (Army) and AWES Cells at Command, Corps and Area Headquarters**

36. **AWES at Integrated HQ of MoD (Army).** The organisation and functions of HQ AWES are given at Appendix E. It will implement the policies and decisions of Board of Governors, monitor progress of projects and maintain close liaison with Ministry of Defence, Ministry of HRD, NCERT, UGC, MCI, DCI, BCI, Indian Nursing Council, AICTE and other regulatory bodies.

37. **AWES Cells at HQ Commands, Selected Corps and Area HQ.** AWES Cells at HQ Commands, selected Corps and Area HQ would provide support to Board of Administration

at Command level and formation Commanders in management of the institutions within their jurisdiction. Organisation and functions of AWES Cells at HQ Commands, Selected Corps and Area HQ are given at Appendix F. HQ Commands will formulate a detailed SOP on functioning of AWES Cells in their jurisdiction.

38. Important details regarding AWES at Integrated HQ of MoD (Army) and AWES Cells at selected Corps and Area HQ, given in Integrated HQ of MoD (Army) letter No B/45708/AWES dated 04 Oct 2001, are as under :-

- (a) Role and functions of HQ AWES.
- (b) Organisation, roles and functions of Command and Formation AWES Cells.
- (c) Establishment of AWES Cells including :-
  - (i) Command/Control of Schools.
  - (ii) Employment of director/Additional Director.
  - (iii) Terms and Conditions.
  - (iv) Funding.
  - (v) Infrastructure.
  - (vi) Monitoring of Schools/Institutions.
  - (vii) Control and reporting.

39-40 Blank.

Annexure 12 b

Powers & Responsibilities of the Principal

- (m) He would ensure efficient functioning of the placement cell.
- (n) He would ensure that all contracts like canteen, bookstall etc are properly and legally done and implemented.
- (o) He would be responsible to plan and implement the projects relating to the growth of the institute.
- (p) He would be in-charge of the College admission system including entrance exam.
- (q) Any other duty assigned by the Adjutant General or by an officer nominated by him.

**Note** : Changes in the above duties including additions/deletions can be made by AWES at any time.

**Powers and Responsibilities of Principal where both Director and Principal are Appointed.**

63. The principal will be accountable and responsible to the Director for all functions specially for academic functions for efficient and smooth management of the institution.

**Assignment of Additional Duties to Principal**

64. Director in consultation with Chairman may assign additional duties to Principal depending upon qualification and experience of the latter.

**Powers and Responsibilities of the Director/Principal (Head of Institution)**

65. The Colleges where either Director or Principal is appointed the responsibilities can be classified as under :-

- (a) Academic Work.
- (b) Administration.
- (c) Finance.
- (d) Welfare.

66. **Academic Work.** The responsibilities under this head are listed below:-

- (a) To plan one year's academic work in advance in consultation with his /her colleagues and to hold staff meetings at least once a month to review the work done during the month and to assess the progress of the pupils.
- (b) To supervise, guide and control the work of the teaching and non-teaching staff of the College.

- (c) To help and guide the faculty and promote their professional growth and towards this end, actively encourage their participation in courses designed for in-service training.
- (d) To promote initiative of the faculty for self-improvement and encourage them to undertake experiments, which are educationally sound.
- (e) To organise the faculty for study of the curriculum and the syllabi in use with a view to analyse the objectives of teaching of various topics and adapting the instructional programme to them, with due regard to inter-subject co-ordination. Such study is particularly necessary when a new curriculum or syllabus is introduced.
- (f) To ensure that diary by the faculty is maintained.
- (g) To supervise classroom teaching and secure co-operation and co-ordination amongst faculty members of the same subject area as well as inter-subject co-ordination.
- (h) To provide special help and guidance to faculty newly entering the profession on first appointment.
- (i) To prescribe a time table for scrutiny of written work and home assignment of the pupils and ensure that assessment and corrections are carried out regularly and effectively.
- (k) To make necessary arrangements for organising special instruction(s) for the pupils according to their need.
- (l) To inform the faculty about the grading schedules which may be prescribed from time to time for assessing their yearly work and not only to evaluate their work objectively but also to bring to the notice of the Chairman the meritorious work done or a successful experiment undertaken by any faculty member to improve the instruction in the College.
- (m) To organise and co-ordinate various co-curricular activities through the House System or in any other effective way.
- (n) To organise periodically educational excursions after proper pre-planning.
- (o) To keep in constant touch with the latest developments in the field of education
- (p) To organise in-service training of faculty in consultation with institution of repute e.g. National Institute of Education Planning and Administration (NIEPA)/ Reputed Colleges in the field.

(q) To develop and organise the library resources and reading facilities in the College and ensure that the pupils and faculty have access and use books and journals of established value and usefulness.

(r) Take teaching periods as laid down by UGC/Regulatory Body.

(s) To liaise with UGC, university, regulatory body as applicable and carryout such changes in curriculum and related field as required.

67. **Administration**. The responsibilities under this head are listed below:-

(a) Appointment of Staff and Group 'D' Employees as selected by the Managing Committee.

(b) To implement the instructions and policies of the Society in respect of curricular and co-curricular activities and to take steps to bring about healthy development of the College in all these fields.

(c) To administer the College on sound lines and to develop healthy teacher pupil relationship.

(d) To be responsible for the proper maintenance of College accounts and College records, service books of teaching and non-teaching staff, returns and statistics as prescribed by the Society from time to time.

(e) To handle the official correspondence relating to the College and to furnish within the prescribed dates all returns and information required by the AWES.

(f) To formulate and submit to the Chairman for approval proposals for faculty, furniture, laboratory equipment and teaching aids etc., well before the commencement of the academic session.

(g) To take prior approval of the Competent Financial Authority before purchase of stores etc. required for the College in accordance with the prescribed or prevalent rates. Ensure that all such stores are entered in the stock ledger. Scrutinise the bills and make payments after ensuring the following :-

(i) That the stores have been received correctly and taken on ledger charge.

(ii) Quotations and comparative statement duly approved.

(iii) CRV indicating ledger page Nos on which the stores have been taken on charge.

(h) To conduct physical verification of College property and stocks at least once a year and to inspect the stock ledgers periodically to ensure their proper maintenance in accordance with the rules. A report to this effect will be made to the Chairman before the College closes for the summer vacation. He/she will project the requirement of detailing a board of officers for condemnation and reconditioning, if any, of the College property a minimum of two months before the end of the session.

- (j) Discipline of students in college.
  - (k) To grant College local holidays not exceeding seven days in an academic year for educational and other bonafide purposes.
  - (l) To be in charge of admissions in the College, preparation of College time-table, allocation of duties to the teachers and their teaching load, provision of necessary facilities to the teachers in the discharge of their duties and conduct of examinations and tests in accordance with the rules prescribed by the Managing Committee or AWES or affiliating authority from time to time.
  - (m) To ensure that parents are informed about the progress of their wards whenever they come to the college.
  - (n) To send regularly the progress reports of the students to their parents / guardians.
  - (o) To promote the physical well being of the pupils, secure high standards of cleanliness and health habits and arrange periodic medical examination of students and send medical reports to parents / guardians.
  - (p) To establish liaison with the local units and authorities in order to secure help for better functioning and growth of the College.
  - (q) To establish liaison with local Colleges to get the latest information regarding academic schemes, procedures and projects followed by them.
  - (r) To establish rapport and correspond with the National Institute of Education, Planning and Administration (NIEPA)/ Reputed Colleges in the field for obtaining latest useful information and material from them and to assess and evaluate such information and material and put up recommendations to Managing Committee for their adoption and procurement for the College.
  - (s) To maintain record of leave for the staff. Also sanction all types of leaves for the staff working under him, except cases of Extra-Ordinary Leave (without Pay) will be referred to the Chairman.
  - (t) Proper dissemination of all orders and instructions from AWES, IMC and other regulatory bodies and ensuring their compliance.
  - (u) Arranging printing of College magazine and Calendar.
68. **Finance.** The responsibilities under this head are listed below:-
- (a) To act as drawing and disbursing officer for the College staff. He/she will ensure the observance of the following instructions: -
    - (i) Scrutiny of pay bills and acquaintance rolls and ensure correctness every month.



(ii) He/she will ensure strict adherence to the entitlements of the staff and will be responsible to make good any loss suffered by the College by negligence or ignorance in this regard.

(iii) He/she will personally scrutinise all financial documents and append a certificate to this effect before putting them up for Chairman's countersignatures.

(iv) He/she will maintain a systematic record of entitlements, dues and liabilities of the staff and periodically produce them for perusal by the Chairman.

(v) He/she will make arrangements to draw the money from the Bank and will be responsible for its security, safe custody and correct disbursement.

(b) To make all payments (including salaries etc. of teachers and other staff) in time and according to rules.

(c) To ensure that the College fees are realised and credited to the College Account. He/she will maintain a proper record of defaulters and sundry debtors and prepare a monthly fee reconciliation statement showing amount of fees due, previous dues, if any, fees realised during the month and fees still due. This should reconcile with the Sundry Debtors list.

(d) To be responsible for proper utilization of the Pupils Fund, for which a separate account shall be maintained. This account will be operated and utilized in accordance with the rules laid down by the Managing Committee from time to time.

69. **Financial Powers.** The Director/Principal (Head of Institution) will be empowered to incur expenditure as per the approved budget and an amount up to Rs 10000/- per transaction.

70. **Welfare.** The responsibilities under this head are listed as follows: -

(a) To grant permission to all Employees of the College for appearing in various examinations.

(b) To look after the welfare of the employees of the College.

(c) To look after the Welfare of the students.

#### **Duties and Functions of The Vice Principal**

71. **Duties and Responsibilities of Vice Principal.** He/she will be directly responsible to the Director/Principal (Head of Institution) in matters of academic, training, discipline of students and assist the Director/Principal (Head of Institution) in all matters of academic and curriculum framing of the College. He/she will officiate as Director/Principal (Head of Institution) in his/her absence.

Annexure 12 c

## Duties &amp; functions of Registrar

Duties and Functions of the Registrar

74. The Registrar will be the staff officer to the Director/Principal (Head of Institution). He is responsible for all administrative and logistic duties. He will function under the Director/Principal (Head of Institution) on all aspects of College administration and assist him in achieving the aims and objectives of the College. He will be assisted in the performance of his duties by the following staff:-

- (a) Office Head Clerk
- (b) LDC dealing with estate matters.
- (c) College Accountant
- (d) Other Adm Staff.

75. Duties. The detailed duties are as follows:-

- (a) The training and administration of the College are inter-dependent. The Registrar will, therefore, maintain a close liaison with Director/Principal (Head of Institution) to ensure effective implementation of College routine and to maintain high standard of discipline and efficiency among staff and students.
- (b) He will ensure timely initiation of ACRs/Probation reports of all employees.
- (c) He will be responsible for administration and management of College Hostels and supervise the functioning of Hostel Warden.
- (d) Guiding and training his subordinates and supervision of their daily work.
- (e) Proper maintenance of personal documents of all employees.
- (f) Arranging remittances in accordance with the rules to Provident Fund Commissioner, IT authorities, Telephone authorities and electricity and rent and allied charges of accommodation to authorities, as applicable.
- (g) Preparatory work and support connected with new admissions.
- (h) General Correspondence of the College office.
- (i) Arranging Annual Stock Taking-cum-Condensation Boards in respect of all stores and proper follow up action.
- (k) Ensure correct maintenance of leave record of both academic and administrative staff and check daily attendance register of staff.
- (l) Ensure proper maintenance of files, documents, ledgers, vouchers and other documents of logistic matters.

- (m) Administrative arrangements for educational and recreational trips of students and staff.
  - (n) Prompt processing and payment of the bills
  - (o) Maintain College accounts and advise Director/Principal (Head of Institution) on proper investment of College funds in accordance with the decision taken by the IMC and SOP approved by HQ Command.
  - (p) Taking care of security arrangements of the College and campus during day and night, including "fire prevention & fighting arrangements".
  - (q) To make satisfactory arrangements for supply of drinking water for the students and ensure that the College building and its fixtures and furniture, office equipment, lavatories, play grounds, College garden etc. are properly and carefully maintained.
  - (r) Correspondence with Railway (concession vouchers for students on classified vacation).
  - (s) Arranging proper provisioning, procurement and accounting of College stores and equipment.
  - (t) Ensure general upkeep, repairs/maintenance of accommodation, vehicles, furniture and equipment.
  - (u) Proper hygiene and sanitation and conservancy arrangements in the College campus.
  - (v) Liaison with units and other local institutions for effective and efficient functioning.
  - (w) Arranging yearly medical and dental check up of students by MH. Liaison with SHO for organising anti-mosquito sprays.
  - (x) Control college transport and co-ordinate with transporter on matters connected with hired transport for college.
  - (y) Supervision to ensure proper functioning of College guard and proper maintenance of registers at the main gate.
  - (z) Carrying out other administrative duties assigned to him specifically by the Director/Principal (Head of Institution) or higher authorities.
- 6-80 Blank.

[Annexure 12d](#)

Duties & Functions of Faculty

CHAPTER – 5

CODE OF CONDUCT FOR FACULTY

General

81. A person who chooses teaching as a career, assumes the obligation to conduct himself or herself at all times in accordance with the highest standards of the teaching profession, aiming at quality and excellence in work and conduct, setting an example which will command the respect of the pupils, the parents and colleagues.

82. Teaching, in its true sense, is not mere instruction but influence. The lecturer's duty is not merely to communicate knowledge in specific subjects but also to help students grow to their fullest potential and unfold their personality. In this responsible task what matters most is the personal example of the lecturer.

Code of Conduct

83. Code is laid down for the guidance for faculty of the AWES Professional Institutes:-
- (a) Every faculty member shall by precept and example, instil in the minds of the pupils entrusted to his/her care following values :-
    - (i) Values of patriotism,
    - (ii) Respect for law and order,
    - (iii) Feeling of universal brotherhood and tolerance for all religions,
    - (iv) Spirit of co-operation and social service.
  - (b) Every faculty member has an immense responsibility towards pupils. He/ she must :-
    - (i) Be impartial in his/her relations; be sympathetic and helpful to slow learners.
    - (ii) Aim to improve physical, mental and moral well being of pupils leading to overall personality development.
    - (iii) Ensure that pupils do not take part in active politics.
    - (iv) Promote freedom of thought and expression coupled with discipline and dignity.
  - (c) Every faculty member should be above board in his/her personal conduct. He/She should: -

- (i) Be temperate and sober in habits. He/she should scrupulously avoid chewing of betel leaves, smoking and such other undesirable habits in the presence of students and within the precincts of the institution.
  - (ii) Have an exemplary moral character. His/Her dealings with the members of the other sex in the institute or outside it, should not be such as would cause reflection on his/her character or bring discredit to the Institute.
  - (iii) Be neat & clean and dressed in a dignified manner.
  - (iv) Abide by the rules and regulations of the Institute and show due respect to the constituted authority and diligently carry out instructions issued to him/her.
  - (v) Be punctual in attendance and all work related to class work and any other work or duty assigned to him/her by the Principal.
  - (vi) Consider institute property and funds as if placed in trust with him/her and shall exercise the same prudence and care, as he/she would do in respect of his/her own property or funds.
  - (vii) Promote dignity and Solidarity of his/her profession.
  - (viii) Be polite and courteous towards parents and guardians.
- (d) A faculty member must Not :-
- (i) Divulge confidential matters related to the institution.
  - (ii) Be a member of any political party or indulge in activities either openly or in camera in support of any such party.
  - (iii) Be a member of the State or Central Legislature. He/She shall resign his/her job before standing for election as a candidate.
  - (iv) Indulge in or encourage any form of malpractice connected with examinations or other institute activities.
  - (v) Undertake private tuition of students of the institute. Extra coaching organised in the institute campus after the institute hours will not be considered as "Private Tuition"
  - (vi) Engage himself/herself in any commercial activity or as a selling agent/canvasser for any publishing firm or trader in institute campus.
  - (vii) Represent his/her grievances if any, except through proper channel, nor will he/she canvass any non-official or outside influence or support in respect of any matter pertaining to his/her service in the institute.

(viii) Accept or permit any member of his/her family or any other person acting on his/her behalf to accept any gift from any pupil, parent or any person with whom he/she has come into contact by virtue of his/her position in the institute.

**Notes**

1. The expression "gift" shall include free transport, boarding, lodging or other service or any other pecuniary advantage when provided by any person other than a near relation or personal friend having no official dealings with him/her.

2. A casual meal, lift or other social hospitality of a casual nature shall not be deemed to be a gift.

3. On occasions, such as weddings, anniversaries, funerals or religious functions when the making of a gift is in conformity with the prevailing religious or social practice, a lecturer may accept gift if the value thereof does not exceed Rs 500/-.

(ix) Ask for or accept contribution to or otherwise associate with the raising of any funds or other collections in cash or in kind in pursuance of any object, whatsoever, except with previous sanction of the competent authority.

(x) Discriminate against any student on the ground of caste, creed, language, place of origin, social and cultural background or any of them.

(xi) Neglect in correcting assignments or neglect other duties assigned to him/her by the institute.

(xii) Remain absent from the institute without leave or without the previous permission of the head of the institute.

(xiii) While being present in the institute absent himself/herself (except with the prior permission of the principal) from the class which he/she is required to take/attend.

(xiv) Practice or incite any student to practice casteism, communalism or untouchability.

(xv) Cause or incite any person to cause any damage to institute property.

(xvi) Propagate through his/her teaching lesson or otherwise, communal or sectarian outlook or incite or allow any student to indulge in communal and sectarian activities.

(xvii) Behave or encourage or incite any student, teacher or other employee to behave in rowdy or disorderly manner in the institute premises.

(xviii) Be guilty of misbehaviour or cruelty towards any parent, guardian, student, teacher or other employees of the institute.

(xix) Organize or attend any meeting in the institute except where he/she is required, or permitted by the principal of the institute to do so.

(xx) Carry out monetary transactions with the pupils and parents and/ or exploit his/her institute influence for personal ends.

(xxi) Indulge in immoral activities.

84. The above code of conduct will also apply to Director, Principal and members of non-teaching staff of the institute.

85-90 Blank.

Annexure – 13CONFIDENTIAL

**ANNUAL CONFIDENTIAL REPORT: TEACHING STAFF**  
**PERIOD FROM 01 JUL 14 TO 30 JUN 15**  
**PART –I PERSONAL DATA AND SELF APPRAISAL**

(This report should be initiated by the Director/chairman of the Institute Managing committee and reviewed by the Chairman/Patron of the college)

1.	Name	:	Ms Pratibha Garg
2.	Date of Birth	:	01.11.1977
3.	Education qualification	:	B.Sc Botany (Hons) Gold Medalist-76.7%, M.Sc (Botany)Gold Medalist-77.5%, B.Ed-76.5%,M.Ed Gold Medalist-77.7%, NET (Edn) Dec 1999, Pursuing Ph.D in Edn from AMITY University NOIDA.
4.	Details of probation period(if any)	:	One year from 01 Aug 13 to 31 Jul 14
5.	Date of appointment	:	01 August 2013
6.	Class(es) and subject(s) taught	:	As per brief attached.
7.	Period of absence from duty (on leave, training etc) during the year.	:	
8.	Self-appraisal (to be filled in by the individual Reported upon).	:	As per brief attached.
9.	Feed back of students.	:	
10.	Performance in term of results of the subjects(s) taught.	:	
11.	(a) Academic and professional achievements during the year including, degree/diplomas obtained, books/articles published and training courses attended etc.	:	As per brief attached.
12.	(b) Enumerate items of task and targets if any assigned by the Principal/Director/Chairman Managing Committee to the individual reported upon during the period.	:	As per brief attached.
13.	(c) Brief resume of the work done by the individual during the period reported upon, bringing out academic, administrative, co-curricular activities and any other special achievement.(the resume should not exceed 300 words.	:	As per brief attached.



(Signature of Assistant Prof reported upon)

**CONFIDENTIAL**  
**CONFIDENTIAL**

**PART – II PERFORMANCE VARIABLES ASSESSMENT BY INITIATING OFFICER**

1. Does the Initiating Officer agree with :  
all that is recorded under Para 8 of  
Part –I by the individual? If not,  
enumerate the extent of disagreement  
with reasons
2. Academic competence (knowledge of :  
the subject(s) taught)
3. Contribution to co-curricular activities. :
4. Organizing capacity :
5. Initiative and resourcefulness :
6. Amenability of discipline
7. Control and Management of the class  
:-
  - (a) Maintenance of order and :  
discipline amongst students
  - (b) Ability to motivate students. :
  - (c) Popularity with students :
8. Relations with faculty and subordinate :
9. Relations with superior staff and :  
students
10. Honesty and Integrity. :
11. Stamina both physical and mental. :

**CONFIDENTIAL**  
**CONFIDENTIAL**

12. Capacity to assume higher responsibility. :
13. General comments on the functioning and results achieved by the individual. :
14. Brief mention of outstanding or notable work, if any, meriting special commendation. :
15. Whether reprimanded for indifferent work or for other causes during the period under review. :
16. Pen Picture :
17. Grading :  
(Confine the grading to the following expressions:(Outstanding/Very Good/Good/Average/Below Average)  
(An individual should not be graded Outstanding unless exceptional qualities and performance has been noticed, Grounds for giving such grading should be clearly brought out)
18. Recommendation for retention in the post : Recommended/Not Recommended

Signature of Initiating Officer

Name : Dr Saksham Singh

Designation : Principal

Date : Jul 15

**CONFIDENTIAL**

**CONFIDENTIAL**

**PART –III REMARKS OF THE REVIEWING OFFICER**

1. Grading :  
(Confine the grading to the following expressions:(Outstanding/Very Good/Good/Average/Below Average)  
  
(An individual should not be graded Outstanding unless exceptional qualities and performance has been notices, Grounds for giving such grading should be clearly brought out)
2. Recommendation for retention in the post : Recommended/Not Recommended

Signature of Reviewing Officer

Name : Maj Gen Abhay Krishna

Designation : Chairman

Date : Jul 2015

**PART –IV REMARKS OF THE SENIOR REVIEWING OFFICER**

Signature of the Senior Reviewing Officer

Name :

Designation :

Date :

**CONFIDENTIAL**

**ARMY INSTITUTE OF EDUCATION, GREATER NOIDA**  
**ANNUAL PERFORMANCE REVIEW: FACULTY MEMBERS**  
**PART I: SELF ASSESSMENT REPORT**

Name of the Faculty Ms Pratibha Garg Designation: Assistant Prof.  
 Review for Academic Session: 2014-15; covering the actual period of performance from  
 01 July 2014 to 30 June 2015. (Date of joining the Institute: 01 Aug 2013)

**COURSES TAUGHT**

<u>Course</u>	<u>Year</u> <u>(I/II)</u>	<u>Semester</u>	<u>Contact</u> <u>Hrs</u>	<u>Non-</u> <u>Contact Hrs</u>	<u>Average</u> <u>Attendance</u>	<u>Rating of</u> <u>quality of</u> <u>teaching</u> <u>on a 5-pt</u> <u>scale</u>	<u>Students' Performance in</u> <u>University Exams</u>		
							<u>Max</u>	<u>Min</u>	<u>Avg</u>

Any elaboration/clarification on courses taught may be given here.....

.....

.....

.....

.....

**SEMINARS & CONFERENCES: ORGANISATION**

<u>Name of Conf/Seminar</u> <u>organised</u>	<u>Date</u>	<u>Specific Responsibility</u>	<u>No. of Delegates</u>	<u>Rating of</u> <u>Conf/Seminar on a</u> <u>5-pt scale</u>

**SEMINARS & CONFERENCES: PARTICIPATIONS**

<u>Title of papers submitted to designated Institutes</u>	<u>Name of the Institute</u>	<u>Whether Accepted (Yes/No)</u>	<u>Date &amp; Place of Seminar/Conf</u>	<u>Rating of on a 5-pt scale</u>

**RESEARCH PAPERS/ PUBLICATIONS**

<u>Title of the Paper</u>	<u>Journal/Magazine</u>	<u>Issue/Date</u>	<u>Rating of on a 5-pt scale</u>

**ADMINISTRATION**

**Academic**

I carried out following duties with respect to academic administration of the Institute:-

- (a) .....
- (b) .....

**General**

I carried out following duties with respect to general administration of the Institute:-

- (a) .....
- (b) .....
- (c) .....
- (d) .....

**MISCELLANEOUS**

I have contributed to the growth & development of the students and the Institute in following specific manners:-

- (a) .....
- (b) .....
- (c) .....
- (d) .....

**ASPIRATIONS**

My aspirations during my tenure with the Institute are:-

- (a) .....
- (b) .....
- (c) .....
- (d) .....

Place: Greater Noida

Signatures.....

Date : 2015

Name.....

**ABBREVIATIONS**

<b>Sr. No.</b>	<b>Abbreviations</b>	<b>Full form</b>
1	ACR	Annual Confidential Report
2	AG	Adjutant General
3	AGIF	Army Group Insurance Fund
4	AIE	Army Institute of Education
5	AIMT	Army Institute of Management & Technology
6	APS	Army Public School
7	AWES	Army Welfare Education Society
8	AWHO	Army Welfare Housing Organization
9	AWWA	Army Wives Welfare Association
10	BGS	Brigadier General Staff
11	CBSE	Central Board of Secondary Education
12	CCE	Continuous and Comprehensive Evaluation
13	CCSU	Choudhary Charan Singh University
14	CIE	Central Institute of Education
15	CIET	Central Insitute of Educational Technology
16	COS	Chief of Staff
17	CTET	Central Teacher Eligibility Test
18	CV	Curriculum Vitae
19	CWAT	Combined Written Admission Test
20	DHE	Directorate of Higher Education
21	ECHS	Ex-servicemen Contributory Health Scheme
22	FDP	Facutly Development Programme
23	FDRC	Faculty Development & Research Centre
24	FDs	Fixed Deposits
25	GGSIPIU	Guru Gobind Singh Indraprastha University
26	ICSE	Indian Certificate of Secondary Education
27	ICT	Information & Communicaiton Technology
28	IGNOU	Indira Gandhi National Open University
29	IMC	Institute Managing Committee
30	MI Room	Medical Inspection Room
31	NCERT	National Council of Educational Research & Training
32	NCF	National Curriculum Framework
33	NCR	National Captial Region
34	NEUPA	National University of Educational Planning & Administration
35	NGO	Non Government Organization

36	NIOS	National Institute of Open Schooling
37	NTeQ	Integrating Technology for Inquiry
38	PDP	Personality Development Programme
39	PGT	Post Graduate Teacher
40	PRT	Primary Teacher
41	RTE	Right to Education
42	RTI	Right to Information
43	SCERT	State Council of Educational Research & Training
44	SEBI	Securities & Exchange Board of India
45	SEP	School Experience Programme
46	SOP	Standing Operating Procedures
47	TAL	Technology Aided Learning
48	TGT	Trained Graduate Teacher
49	TLRC	Teaching Learning Resource Centre
50	USE	University School of Education
51	VITAL	Value Integrated Teaching and Learning