



# YEARLY STATUS REPORT - 2023-2024

## Part A

### Data of the Institution

#### 1. Name of the Institution

ARMY INSTITUTE OF EDUCATION

- Name of the Head of the institution **Dr Abhilasha Gautam**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
  
- Alternate phone No. **01202343741**
- Mobile No: **9953925354**
- Registered e-mail ID (Principal) **principal.aie@awesindia.edu.in**
- Alternate Email ID **aie@awesindia.edu.in**
- Address **Plot M-1, Pocket P-5**
- City/Town **Greater NOIDA**
- State/UT **Uttar Pradesh**
- Pin Code **201306**

#### 2. Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
  
- Type of Institution **Co-education**
  
- Location **Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **Guru Gobind Singh Indraprastha University, New Delhi**
- Name of the IQAC Co-ordinator/Director **Ms Kriti Guleria**
- Phone No. **01202343742**
- Alternate phone No.(IQAC) **01202343742**
- Mobile (IQAC) **9463793811**
- IQAC e-mail address **iqac.aie@awesindia.edu.in**
- Alternate e-mail address (IQAC) **registrar.aie@awesindia.edu.in**

**3.Website address**

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

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

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

**5.Accreditation Details**

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

**6.Date of Establishment of IQAC****21/12/2015****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Education	International Conference	ICSSR	21/02/2024	1,00,000

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

- Upload latest notification of formation of IQAC [View File](#)

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

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?** **Yes**

- If yes, mention the amount **1,00,000**

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

1. AIE organised an ICSSR sponsored International Conference on 'Indigenous Knowledge System for Sustainable Future' on February 21st, 2024. 2. One Week Student-Faculty Development Programme on the topic 'Indian Knowledge System for Physical, Social and Emotional Well-Being @Viksit Bharat 2047' in collaboration with Sanskriti University, Mathura was held from May 02 to 08, 2024. 3. The orientation program for B.Ed students was held from September 1st to 6th, 2023. Faculty Orientation being undertaken at the beginning of the session. 4. IQAC of AIE organised National Seminar on the theme „Recent Trends & Strategies in Indian Education System in Light of NEP 2020? on 10 Aug 2023. 5. Multiple Guest Lectures and Sessions (many in collaboration) were organised during the session. 6. Various days of National and cultural importance were celebrated with students and staff. 7. Various Audits and Inspections were held

during the session like Academic Audit on 13 Dec 2023, ISO Audit on 1 Feb 2024, JAC Inspection- .06 Feb 2024 8. Institute achieved 100% placement of the outgoing Batch 2022-24 9. Internal Quality Assurance Cell & Research & Development Cell of AIE in collaboration with Council for Teacher Education Foundation (CTEF) organised Education Conclave 2023 on the topic „Equity, Equality & Quality Education: A Step towards Sustainability? on 29th November 2023.

**12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).**

Plan of Action	Achievements/Outcomes
International Conference ( <a href="https://www.youtube.com/live/ti3bYtRUC68">https://www.youtube.com/live/ti3bYtRUC68</a> )	AIE organised an ICSSR sponsored International Conference on 'Indigenous Knowledge System for Sustainable Future' on February 21st, 2024.
Student Faculty Development Programme (SFDP) ( <a href="https://www.youtube.com/live/kr9rzUjiBGM">https://www.youtube.com/live/kr9rzUjiBGM</a> )	One Week Student-Faculty Development Programme on the topic 'Indian Knowledge System for Physical, Social and Emotional Well-Being @Viksit Bharat 2047' held from May 02 to 08, 2024,
Orientation to Faculty and Induction of Students ( <a href="https://www.youtube.com/watch?v=M6xDZc62Yks">https://www.youtube.com/watch?v=M6xDZc62Yks</a> )	The orientation program for B.Ed students was held from September 1st to 6th, 2023. Faculty Orientation being undertaken at the beginning of the session.
Workshops/ Guest Lectures ( <a href="https://www.youtube.com/live/g5aEuxVq9gY">https://www.youtube.com/live/g5aEuxVq9gY</a> )	Multiple Guest Lectures and Sessions were organised during the session.
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Audits & Inspections ( <a href="https://aie.ac.in/assets/Documents/Balance%20Sheet,%20Income%20&amp;%20Expendi">https://aie.ac.in/assets/Documents/Balance%20Sheet,%20Income%20&amp;%20Expendi</a> )	Various Audits and Inspections were held during the session like Academic Audit on 13 Dec

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13. Whether the AQAR was placed before statutory body? No

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

**Part A****Data of the Institution**

<b>1.Name of the Institution</b>	<b>ARMY INSTITUTE OF EDUCATION</b>
• Name of the Head of the institution	<b>Dr Abhilasha Gautam</b>
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<b>13. Whether the AQAR was placed before statutory body?</b>	No
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil

<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2024	01/08/2024

<b>15. Multidisciplinary / interdisciplinary</b>
<p>1. AIE is an interdisciplinary institution that offers the education disciplines' B.Ed. and B.Ed.Spl. Ed (LD) degrees. 2. A study was conducted to launch the graduation program in AIE. A demand study was done for the Army. Army Public Schools are attended by personnel wards. A chosen sample was used for the survey. only Army Personnel Wards are permitted to take admission in the Institute. 3. The institution is preparing to introduce the graduation program in the upcoming session under the</p>

affiliation of GGSIPU. Action for the same is in hand. 4. The point was also discussed in the Academic Advisory Committee (AAC) Meeting also, in which invited experts and committee members also favored introduction of graduation program in AIE.

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

GGSIPU has sent notice for registering in ABC, the notice has been conveyed to the students and action is in process. Students have registered in ABC and updated data has been sent to the University.

#### **17.Skill development:**

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

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

3. ICT Skill: ICT skills are developed under subject codes BED109 and BEDSE111. Application of ICT in the classroom is taught to the students. Students learn to develop multimedia lesson plans and use of online Evaluation tools in the classroom. Microsoft training program is also organized for the students in which MS word training is given to them and certificate is also provided. OERs are being prepared by students.

4. Life Skills: Life skills cell of the institution engages students in various such activities which help them to develop soft skills in them. 15 days of Personality development is also organised for the students.

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

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

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

AIE has always prioritized teaching about the current Indian education system as a core curricular component. Indian education system, knowledge foundation, value system, ethos are taught under mostly all the courses. Morning Assembly incorporates Mantras and Om chanting sending the positive vibrations in the surroundings. Emphasis is on Yoga practices with competitions and sessions on Yoga are being routinely organised. Guest Lectures on IKS are organised, efforts are made to keep the themes of International Conferences and Seminars on IKS. Teaching Learning process gives due emphasis on multilinguallism, Question Papers are set in bilingual mode. All the festivals, important days, national festivals are celebrated with enthusiasm as the students at AIE come from multicultural background. Environmental sustainability and conservation is emphasised. Institute's Yoga Lawn Herbal Garden and the campus has many indegenous plants having medicinal and traditional values. Plantation drive ensures developing the feeling of sustainability among the students. Students are made to ponder on the ideas of several Indian and Western thinkers, and examine the consequences of the concepts used in educational practice. Students are taught the epistemological foundation of society and its integration into their regular practice. The sociocultural surroundings of the Indian students are taught about the educational system and given chances to consider the social and cultural challenges of Indian education. Integration of Indian knowledge system in Curriculum Activity 1 INTERNATIONAL SEMINAR Strengthening Indigenous Knowledge Systems (IKS) in Curriculum in Alignment with NEP 2020 Introduction The International Conference on the theme "Indigenous Knowledge System for Sustainable Future" was organized by the Army Institute of Education, Greater Noida, on February 21, 2024. Sponsored by ICSSR, New Delhi, the conference was aligned with the objectives of the National Education Policy (NEP) 2020 to integrate traditional knowledge systems into the educational framework. This report outlines the alignment of conference outcomes with the NEP 2020 vision and demonstrates how the practices and discussions held during the event aim to strengthen IKS in education. Alignment with NEP 2020 The NEP 2020 emphasizes the inclusion of India's rich cultural heritage and indigenous knowledge systems into the curriculum to foster holistic and multidisciplinary learning. The conference directly supported this vision by: Emphasizing Cultural Heritage: The keynote addresses and technical sessions highlighted the invaluable role of IKS in ensuring sustainable development and

promoting harmony with nature, directly addressing NEP 2020's focus on instilling pride in India's rich traditions. Promoting Multidisciplinary Integration: Sessions combined IKS with modern disciplines, such as artificial intelligence (AI) and environmental science, illustrating NEP's emphasis on interdisciplinary approaches. Reforming Pedagogical Practices: By discussing traditional educational models like Gurukul, the conference encouraged educators to incorporate dialogic methods and experiential learning into modern teaching practices. Focusing on Sustainability and Values: Presentations on organic farming, water conservation, and disaster management showcased how IKS could contribute to sustainable development goals (SDGs), reinforcing NEP's stress on environmental education and ethical values.

**Objectives Addressed**

**Integrating IKS into Curriculum:** The conference sessions provided educators with practical tools and insights for embedding IKS into school and higher education curricula. These included modules on indigenous agricultural practices, ecological preservation, and cultural storytelling as pedagogical tools.

**Encouraging Research and Dialogue:** A total of 102 research papers were presented, fostering a vibrant academic exchange on IKS. Topics included indigenous food systems, traditional leadership, and the role of IKS in climate change mitigation.

**Global and National Collaboration:** With international speakers from Malawi, Papua New Guinea, and Brazil, and national representation from 33 universities, the conference promoted cross-cultural dialogue, enriching the understanding of IKS in diverse contexts.

**Learning Outcomes**

**Understanding the Educational Role of IKS:** Participants learned how traditional practices align with NEP's goals of fostering critical thinking and holistic development.

**Practical Application of IKS:** Discussions provided actionable strategies for integrating IKS into lesson plans, such as including indigenous water conservation techniques in science lessons and exploring traditional storytelling in language curricula.

**NEP-Inspired Curriculum Framework:** The conference laid the groundwork for a curriculum framework that combines IKS with modern subjects, ensuring relevance to contemporary global challenges while preserving cultural identity.

**Implementation of Best Practices**

**Workshops and Curriculum Design:** Educators and participants proposed the inclusion of IKS-based workshops to design syllabi that align with NEP 2020's multidisciplinary approach.

**Field-Based Learning:** The conference advocated for experiential learning activities, such as field visits to observe traditional agricultural practices or documenting folk traditions.

**Resource Creation:** Recommendations were made to create resource materials, including textbooks and digital

content, focusing on IKS themes for schools and colleges.

**Conclusion and Way Forward** The conference successfully demonstrated how Indigenous Knowledge Systems can be effectively integrated into the curriculum, aligning with the vision of NEP 2020. By fostering pride in India's heritage and promoting sustainable practices, the event paved the way for a holistic educational approach. Moving forward, the recommendations and insights from the conference can serve as a blueprint for educators, policymakers, and institutions to embed IKS in education, ensuring a sustainable and culturally enriched future. Here's an extended explanation of the Student and Faculty Development Programme (SFDP) as a best practice at AIE, focusing on its objectives, relevance, structure, and learning outcomes:

**Activity 2 STUDENT AND FACULTY DEVELOPMENT PROGRAM Introduction:** The Army Institute of Education (AIE), in collaboration with Sanskriti University, organized a one-week online Student and Faculty Development Programme (SFDP) from May 2-8, 2024. The initiative, aligned with the vision of Viksit Bharat 2047, focused on the theme: "Indian Knowledge System for Physical, Social, and Emotional Well-being." This programme, designed as part of the IQAC's ongoing efforts, aimed to bridge traditional Indian practices with contemporary educational and therapeutic contexts, enriching the teaching-learning process and contributing to holistic development.

**Rationale and Relevance:** The integration of indigenous knowledge systems into modern education is critical for preserving India's rich cultural heritage while addressing contemporary challenges in education, mental health, and well-being. The programme's relevance lies in its ability to:

- Promote sustainable and culturally sensitive educational practices.
- Empower educators and students with tools for stress management, emotional resilience, and physical health.
- Enhance the quality of education by introducing innovative teaching methodologies rooted in traditional wisdom.
- Foster a sense of identity and pride in India's cultural and intellectual traditions.

**Objectives:** To familiarize participants with indigenous knowledge systems and their potential applications for holistic well-being. To encourage a dialogue between traditional practices and modern approaches for enhancing physical, mental, and emotional health. To provide actionable insights and techniques that can be incorporated into daily life and professional practices. To enhance appreciation for India's cultural heritage and explore its relevance in contemporary educational and therapeutic frameworks. To develop innovative teaching and learning strategies that integrate traditional wisdom with modern education.

**Programme Structure:** Dates: May 2-8, 2024 Mode: Online (Google Meet) Duration: Six days, with two



one-hour sessions per day (10:00 AM - 11:00 AM and 11:00 AM - 12:00 PM). Target Audience: Students and faculty members from teacher training institutes, education professionals, therapists, and others interested in holistic well-being and educational innovation. Key Highlights: Expert-led sessions exploring indigenous practices such as yoga, meditation, Ayurveda, and traditional pedagogical techniques. Interactive discussions on integrating these practices into modern education and therapy. Emphasis on practical applications, including techniques for stress management, emotional resilience, and personal development. Opportunities for participants to engage with cultural narratives, fostering a deeper connection to India's heritage. Learning Outcomes: By the end of the programme, participants achieved the following outcomes: Enhanced Understanding: Gained comprehensive knowledge of indigenous knowledge systems and their application in modern contexts, particularly in education and therapy. Practical Skills: Learned effective techniques for stress management, emotional regulation, and physical health rooted in traditional Indian practices. Innovative Approaches: Developed new teaching methodologies incorporating traditional wisdom into the curriculum, enriching the teaching-learning process. Cultural Appreciation: Strengthened their cultural identity and appreciation for India's rich heritage, recognizing its relevance in contemporary settings. Holistic Growth: Fostered personal and professional growth by adopting practices that promote overall well-being. Collaborative Mindset: Engaged in a platform for interdisciplinary collaboration, exchanging ideas between traditional and modern educational frameworks. Impact: The SFDP marked a significant step in integrating traditional knowledge systems into education, contributing to the vision of Viksit Bharat 2047. By promoting holistic well-being and educational excellence, the initiative demonstrated the potential of culturally rooted practices to address contemporary challenges in education and society. Sustainability and Scalability: This programme can be replicated and adapted across other institutions, ensuring the long-term sustainability of such initiatives. By incorporating indigenous knowledge systems into the broader curriculum, AIE has set a benchmark for innovation in education, making it a role model for other teacher training institutes.

Activity 3 ANNUAL CULTURAL FEST ULLAS 2024 ON THE THEME 'BHARTIYA GYAN PRAMPARA' Introduction: The Ullas 2024 Cultural Fest, organized by the Army Institute of Education (AIE) from March 16-20, 2024, was a vibrant, multi-day event that celebrated the profound heritage of the Indian Knowledge System. With full participation from students, the event focused on

integrating traditional wisdom into contemporary education, fostering creativity, cultural pride, and intellectual engagement. By using the Indian Knowledge System as its overarching theme, the fest showcased how cultural heritage can inspire learning and innovation. The event served as a platform for students to explore the significance of traditional knowledge in modern contexts, making it a benchmark in holistic education. Objectives: To instill a sense of pride and belonging to India's rich cultural heritage among students. To promote the integration of traditional wisdom into modern educational practices. To enhance creativity, teamwork, and intellectual engagement through diverse activities. To offer opportunities for students to develop and showcase their talents in art, literature, music, and performing arts. To provide a platform for students to critically engage with and apply knowledge from India's traditional systems in modern contexts. Key Highlights of Ullas 2024: The fest was carefully curated to reflect the diversity, richness, and applicability of the Indian Knowledge System in contemporary education. The following events highlighted the core values of this theme: 1. Inter-Collegiate Events: Sanskrit Shlok Recitation (Uccharanam): Students recited ancient Sanskrit shlokas, emphasizing their relevance in imparting life lessons, moral values, and spiritual wisdom. This activity bridged the linguistic gap by bringing classical knowledge to a modern audience, highlighting its universality. Debate Competition (Shastrarth): Participants explored the philosophical and scientific contributions of the Indian Knowledge System. By critically examining these ideas, they developed analytical skills and a deeper understanding of India's intellectual heritage. Creative Writing and Poetry (Kavyanjali): Students articulated their interpretations of Indian knowledge through original poems and essays. This event encouraged reflective thinking and creative expression. 2. Inter-House Competitions: Yogsparadha: A Testament to the Indian Knowledge System As part of Ullas 2024 Cultural Fest, Yogsparadha, a unique yoga competition, was organized to celebrate the timeless wisdom of the Indian Knowledge System. This event emphasized the holistic essence of yoga, blending physical fitness, mental clarity, and spiritual harmony. Participants showcased various asanas and pranayama techniques, highlighting the therapeutic and meditative aspects of yoga. The event served as a platform to reconnect with India's ancient traditions while demonstrating the relevance of yoga in contemporary lifestyles. By fostering discipline, balance, and mindfulness, Yogsparadha exemplified how the Indian Knowledge System continues to guide individuals toward overall well-being and self-realization. Drama Competition (Abhinayam):



This event showcased theatrical performances inspired by Indian traditions, mythology, and history. Each house portrayed compelling narratives, blending cultural values with contemporary storytelling techniques. Rangoli and Wall Painting: These visual art competitions encouraged students to explore traditional Indian art forms like Madhubani and Rangoli, using them as mediums to depict themes from the Indian Knowledge System. Dance Competitions (Nrityanjali and Nrityavali): Solo and group dance competitions celebrated traditional Indian dance forms, such as Bharatanatyam and Kathak, emphasizing their storytelling aspects and cultural significance. Fashion Show (Sanskritik-Ranway): Participants showcased traditional Indian attire, presenting the diverse clothing styles of India's regions. The event highlighted the intricate connection between fashion, identity, and knowledge systems. 3. Music Events: Solo and Group Singing Competitions: Participants performed songs that promoted unity, peace, and harmony, inspired by Indian cultural and spiritual traditions. Grand Finale Concert: A Bollywood-Sufi fusion performance by the band Mijaaz brought the fest to a thrilling conclusion, emphasizing cultural connectivity through music. Learning Outcomes: The Ullas 2024 Cultural Fest left a lasting impact on students, faculty, and participants by achieving significant educational and cultural milestones: Cultural Awareness: Students developed a profound understanding of India's intellectual, artistic, and cultural traditions. They explored how traditional knowledge could inspire solutions for modern challenges. Creativity and Expression: The fest provided a platform for students to express their creativity across various media, including literature, visual art, music, and dance. Skill Development: Activities like debate, drama, and artistic competitions honed participants' critical thinking, communication, teamwork, and technical skills. Holistic Growth: The integration of intellectual, artistic, and cultural elements encouraged well-rounded personal and professional development. Preservation of Heritage: The thematic focus on the Indian Knowledge System helped students connect with their roots, fostering a sense of responsibility to preserve and promote traditional knowledge in a globalized world. Collaborative Engagement: Group events and inter-house competitions fostered a spirit of teamwork, camaraderie, and collaboration. Cross-Cultural Understanding: By engaging with indigenous knowledge systems, students gained insights into universal values of peace, harmony, and sustainability. Impact and Sustainability: The Ullas 2024 Cultural Fest has proven to be a sustainable best practice for integrating cultural heritage into education. Its interdisciplinary approach, encompassing art, music, literature,

and philosophy, provided a holistic learning experience for students. The fest not only celebrated traditions but also demonstrated how these traditions could inspire innovation in education and personal growth. This model of cultural fest is replicable across institutions, enabling others to incorporate indigenous knowledge systems into their academic and extracurricular programs. The event serves as a reminder that education is not only about acquiring knowledge but also about connecting with one's roots and values. Conclusion: The Ullas 2024 Cultural Fest exemplifies AIE's commitment to holistic education by seamlessly blending academic, cultural, and artistic pursuits. By focusing on the theme of Indian Knowledge System, the fest has set a benchmark for how cultural heritage can be celebrated and integrated into modern education. This best practice demonstrates the power of traditions to inspire creativity, intellectual engagement, and cultural pride, making it a cornerstone of AIE's educational philosophy.

**Activity 4**  
**AIE'S ANNUAL SPORTS MEET: A CELEBRATION OF INDIAN TRADITION AND DISCIPLINE THROUGH PHYSICAL ACTIVITIES**

Army Institute of Education (AIE) organizes an annual sports meet that uniquely emphasizes traditional Indian games alongside modern sports, fostering a deeper connection with India's cultural heritage. The event showcases games such as Kabaddi, Kho-Kho, Shatranj (chess), Yoga, Shotput, Tug of War, Disc Throw, Long Jump, and various races. This thoughtful incorporation of traditional sports is a significant best practice followed by AIE, as it instills a sense of discipline, physical fitness, and cultural pride in students. By focusing on these games, the sports meet not only promotes physical well-being but also highlights the values embedded in India's ancient knowledge systems.

**Traditional Games and Their Alignment with the Indian Knowledge System**

**Kabaddi** Kabaddi is more than just a physically demanding sport; it embodies the values of strength, agility, and strategy, which are deeply rooted in the Indian ethos. In ancient India, Kabaddi was not only a popular game but also a test of endurance and mind-body coordination. It is reflective of the Indian principle of balance, where mental agility and physical strength work in harmony. The game promotes teamwork, cooperation, and strategic thinking—values that are also emphasized in Indian philosophy, particularly in texts such as the Mahabharata, where collaboration and collective effort are highlighted as essential for achieving success.

**Kho-Kho** Kho-Kho, another traditional game, fosters team spirit, quick reflexes, and strategic thinking. In Indian culture, teamwork and swift action are valued, with references to such practices in historical texts. The game is a vivid representation of how Indian civilization appreciated the

importance of mind-body coordination. It is aligned with the yoga philosophy of flexibility and discipline, where the mind remains calm while the body responds quickly to the changing dynamics of the game. Kho-Kho instills discipline, a value that is central to Indian Knowledge Systems, especially in the Vedantic and Yoga Sutras of Patanjali, where self-control is key. Shatranj (Chess) Shatranj, the ancient game of chess, has been a central intellectual game in India for centuries. It is said to have originated in India as Chaturanga, representing the four pillars of the army—infantry, cavalry, elephants, and chariots. Chess teaches strategic thinking, foresight, and patience, and its values resonate with the Indian Knowledge System, which emphasizes the importance of mindful decision-making, intellectual discipline, and mental clarity. The game embodies the concept of Dharma (duty), Karma (action), and Jñāna (knowledge), where each move and decision impacts the broader outcome. In this way, Shatranj reinforces the need for focus, wisdom, and careful planning. Yoga Yoga, one of the most profound contributions of India to the world, has deep roots in the Indian Knowledge System. It is not just a form of physical exercise but a holistic discipline that connects the mind, body, and spirit. Through the practice of asanas (postures), pranayama (breathing exercises), and meditation, students cultivate inner peace, mental clarity, and physical strength. Yoga, as practiced in the Yogic tradition, aligns perfectly with the teachings found in the Bhagavad Gita and other sacred texts that stress balance, harmony, and mindfulness. By incorporating yoga into the sports meet, AIE not only promotes physical fitness but also encourages emotional and spiritual well-being, instilling the Indian values of peace, resilience, and self-awareness. Shotput and Disc Throw These athletic events are symbolic of India's value of perseverance and strength. The idea of Tapasya (spiritual austerity) found in Indian philosophy can be reflected in the focus and effort required to excel in events like shotput and disc throw. These sports demand rigorous training, self-discipline, and focus, which are all values upheld in the Indian Knowledge System. The challenge of launching the shot or disc accurately represents the importance of direction and purpose in life, akin to the principles of Dharma (righteous path) and Karma (action) as taught in Hindu philosophy. These events also foster a sense of healthy competition and personal growth. Tug of War The Tug of War competition is a powerful metaphor for the collective effort, unity, and determination required to achieve a common goal. In Indian culture, teamwork and collaboration are revered, as seen in both ancient and modern-day practices. The values of mutual respect, collective responsibility, and

community are core to the Indian Knowledge System and are exemplified in this team-based event. It also reinforces the notion of shared goals and collective well-being, which are fundamental to the idea of Vasudhaiva Kutumbakam (the world is one family), a concept that is intrinsic to Indian philosophy.

**Long Jump and Races** These track and field events require not only physical prowess but mental resilience and determination. The act of setting a goal and striving towards it, whether it's achieving a longer jump or winning a race, reflects the Indian philosophical principles of Purushartha (human effort), where one's actions are directed toward achieving a greater purpose. The emphasis on endurance and perseverance in these events mirrors the Indian values of Shradha (faith) and Sankalp (determination), which are essential for overcoming challenges and attaining success.

**The Core Values and Indian Knowledge System in AIE's Sports Meet** AIE's sports meet, with its focus on traditional games and modern athletics, is not just about physical performance; it is a conscious effort to root students in their cultural heritage while promoting values such as discipline, respect, resilience, and unity. The integration of these traditional and modern sports encourages students to embody the values taught by Indian sages and philosophers, such as balance, focus, and mental clarity. The event provides a platform for students to connect with their Indian roots, not just as spectators but as active participants in preserving and promoting these values in the modern world. By participating in games such as Kabaddi, Kho-Kho, and Yoga, students internalize the principles of self-discipline, mental and physical agility, and collective cooperation. These games, coupled with the athletic events like Shotput, Tug of War, and Long Jump, encourage a balanced approach to physical well-being, intellectual development, and emotional resilience—foundational aspects of the Indian Knowledge System. Through these sports, AIE ensures that students are not only well-versed in contemporary education but are also deeply connected to their roots, ensuring a holistic development that combines both modernity and tradition.

**Learning Outcomes:** The annual sports meet fosters holistic growth by promoting physical fitness, mental agility, emotional resilience, and cultural pride. The key learning outcomes include:

- Physical Well-Being:** Improved physical strength, agility, and endurance through participation in diverse games and activities.
- Cultural Awareness:** A deeper understanding and appreciation of India's indigenous sports and their cultural significance.
- Teamwork and Leadership:** Enhanced skills in collaboration, coordination, and leadership through team-based games.
- Discipline and Resilience:** The development of self-discipline, focus, and the ability to

persevere under challenging circumstances. Cognitive and Strategic Thinking: Sharpened problem-solving and decision-making abilities through strategic games like chess. Emotional Balance: Yoga and other reflective practices promote mindfulness and emotional well-being. Impact of the Practice: The focus on traditional games in AIE's sports meet ensures that students remain rooted in their Indian heritage while preparing for modern challenges. This initiative revitalizes indigenous sports, promoting their continuity for future generations. By integrating physical activities with the values of the Indian Knowledge System, the event contributes to holistic education, embodying the principle of Vasudhaiva Kutumbakam (the world is one family) through teamwork and mutual respect. Conclusion: AIE's annual sports meet, with its emphasis on traditional games and their integration into modern education, stands as an exemplary best practice. It preserves India's rich cultural legacy while fostering physical, emotional, and intellectual development among students. This approach not only instills life skills like discipline, resilience, and leadership but also ensures that students remain connected to their roots, embodying the spirit of the Indian Knowledge System in its true essence.

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

Based on the guidelines of GGSIP University, curriculum for B.Ed and B.Ed Spl Education is planned for the entire academic session. Curriculum planning revolves around learning objectives. The academic calendar is prepared according to GGSIPU's academic calendar for the given session. The activities are planned in to ensure timely execution. Teachers engage in activities that contribute to creating classroom settings lively and intriguing. Only theoretical conceptions can never satisfy the demands of the teaching profession. Students are given all the exposure to curricular and co-curricular activities by providing them with hands-on experiences, carrying out certain tasks that are required of them in schools. Subject-specific tasks are performed by the appropriate subject teachers within and outside of the classroom to ensure achievement of objectives and learning outcomes. The objectives are established for the students at the start of each he concept, teaching, and related actions are arranged properly. Maximum number of students participation is ensured. Different pedagogical Faculty members choose these strategies to ensure the overall growth of learners. Classroom teaching comprises group and individual discussions. involving pupils, ICT-based teaching and learning procedures, use of multimedia for presentation. Objectives are predefined to the



students in the beginning of each concept and teaching and related activities are planned accordingly. Maximum students participation is ensured. Various pedagogical practices are opted by the faculty members to ensure the holistic development of learners. Classroom teaching includes Group and Individual discussion with the students, ICT based teaching learning practices, Use of Multimedia for Presentation, Individual and Group Presentation of the students, written assignment submission, Experiential learning task, preparation of OERs. Some innovative pedagogical practices ensuring OBE followed by the teachers are Think Tank activity, Pair Share, Concept mapping, Mind map, Book analysis, debate Role Plays, Group discussions, writing case studies etc. Students learn to perform individually as well in group. To develop communication skills among them in addition to the above mentioned activities students are continuously involved in the organisation of cocurricular activities. They are not only to encouraged to participate in various co curricular activities on stage but keeping in view individual differences and interest areas and preferences of the students they are give back stage task also like of Designing brochure and certificate for the event, stage decoration, anchoring, report writing, discipline maintenance etc. Continuous evaluation is done in the form of presentation, internal assignment, internal written exams and practical and timely feedback is provided to the students. Remedial teaching is also planned for the students as per the need.

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

1. Adhering to the vision of the Institute that focuses on technological advancement, AIE utilises technology in teaching learning process.

2. Classes were taught online during the COVID-19 epidemic. Classes were provided online between March 2020 and March 2022 using platforms such as Zoom, Google Meet, Google Classrooms, and MS Teams, and a range of extracurricular activities were scheduled. Numerous events were also live-streamed on the college's YouTube account.

3. The AIE YouTube channel presently has 20,000 subscribers, and staff and students created OERs.

4. An Online parallel session is always kept in International Conference and National Level Seminar to accommodate paper presenters and scholars who live elsewhere.

## **Extended Profile**

### **1.Student**

2.1		156
Number of students on roll during the year		
File Description		Documents
Data Template	<a href="#">View File</a>	
2.2		115
Number of seats sanctioned during the year		
File Description		Documents
Data Template	<a href="#">View File</a>	
2.3		115
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description		Documents
Data Template	<a href="#">View File</a>	
2.4		92
Number of outgoing / final year students during the year:		
File Description		Documents
Data Template	<a href="#">View File</a>	
2.5	Number of graduating students during the year	92
File Description		Documents
Data Template	<a href="#">View File</a>	
2.6		155
Number of students enrolled during the year		
File Description		Documents
Data Template	<a href="#">View File</a>	
<b>2.Institution</b>		

4.1	54.51427
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	78
Total number of computers on campus for academic purposes	
<b>3. Teacher</b>	
5.1	16
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	18
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The Army Institute of Education places a strong emphasis on careful and comprehensive curriculum creation through following strategies:</p> <ol style="list-style-type: none"> <li>1. The curriculum is designed in accordance with GGSIPU and regulatory agencies, such as RCI and NCTE standards.</li> <li>2. IQAC is in charge of upholding the organization's educational standards.</li> <li>3. Faculty induction, establishing the schedule for the entire session during faculty meetings, allocating subjects and other responsibilities, with workload determined in accordance with NCTE, RCI, UGC Regulations 2018.</li> <li>4. Orientation to students &amp; Faculty at the beginning &amp; during</li> </ol>	



the session.

5. Meetings of the advisory committee having experts like retired Professors, University representatives, members from management are useful for developing and revising its plan of action.
6. The academic calendar provides a time-based summary of the course. To schedule the completion of the course, unit plans are created at the start of the semester. Every faculty member submits a monthly report on the progress of their curricula as part of AIE's culture feedback from the principal, faculty, and other stakeholders.
7. Workshops, conferences, and seminars are planned at regular intervals.
8. Evaluation through practice tests and internal projects are provided to assess students' academic progress on a regular basis.

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

<p><b>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</b></p>	<p><b>A. All of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the Above**

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

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

39

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://aie.ac.in/programmes.html">https://aie.ac.in/programmes.html</a> , <a href="http://www.ipu.ac.in/syllabus/syllBEd210823.pdf">http://www.ipu.ac.in/syllabus/syllBEd210823.pdf</a>

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

1

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

43

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

43

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

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

**All of the above**

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

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

139

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

139

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 1.3 - Curriculum Enrichment

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

To nurture competencies and skills such as emotional intelligence, critical thinking, negotiation, communication, and collaboration, AIE offers a wide range of clubs and committees that organize various curricular and extracurricular activities throughout the year.

**Knowledge:** The knowledge acquired by student-teachers during curricular transactions is applied and showcased through active participation in webinars, paper presentations at seminars and conferences on diverse themes, and success in competitive exams like CTET and CSB. Additionally, student-teachers create Open Educational Resources (OERs), which are shared on the Institute's website as part of their academic contributions.

**Skills:** AIE emphasizes skill development through microteaching sessions, ICT skill training, workshops, and participation in inter-college events. Daily morning assemblies foster discipline and routine, including prayer, meditation, news updates, special activities, and the national anthem. ICT skills are enhanced by creating digital notes, assignments, and incorporating tools like audio, video, animations, Jamboard, and PPTs into learning.

**Values and Attitudes:** Engagement in organizing committees for

intra-college and inter-college events helps students cultivate a positive work environment. It fosters a constructive attitude toward roles and responsibilities, strengthens interpersonal relationships, enhances collaboration, and nurtures respect for diverse perspectives.

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

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

The Army Institute of Education (AIE) plays a pivotal role in equipping its student-teachers with a comprehensive understanding of the diversity in school systems, both within India and internationally. AIE's curriculum is meticulously designed to provide insights into the understanding of school systems.

1. AIE's internship program, spanning multiple semesters, provides students with an in-depth understanding of the Indian educational system's diversity, the functional differences among various school education boards. It also familiarizes them with assessment methods, norms, and standards.

2. The curriculum is designed to enable students to explore different school systems through their engagement in curriculum, along with their participation in school internship programs at regular & inclusive schools of different states. As part of the syllabus for BED234 and pedagogy papers, students are oriented toward different educational boards and assigned comparative study projects. Achievement Test Reports helps them in gauging assessment & evaluation process.

3. To enhance real-world learning, AIE organizes the Alumni Talk

Series and Principal Talk Series, featuring principals from renowned schools across the country. These sessions provide valuable insights and practical advice. Additionally, guest lectures are conducted regularly, addressing current issues and aligning with the requirements of the National Education Policy 2020.

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

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

The Army Institute of Education (AIE) provides a wide range of programs designed to develop students' communication skills, resume writing, portfolio building, and interview techniques, preparing them for successful teaching careers. These initiatives foster a holistic understanding of various professional and personal development aspects, equipping students to thrive in the education sector.

Workshops and guest lectures, delivered by experts from diverse fields, offer students valuable practical insights into personal growth and career readiness. AIE emphasizes tech-readiness by encouraging students to create Open Educational Resources (OERs) on various topics. These OERs are uploaded to the Institute's website, enabling students to integrate technology effectively into educational practices and preparing them to meet modern classroom demands.

To ensure success in competitive teaching exams, AIE regularly conducts preparatory classes for CTET and CSB, helping students build strong foundational knowledge. The semester-long School Internship Program provides hands-on teaching experience,

classroom management skills, and exposure to real-world educational environments. Mock interviews simulate actual interview settings, building students' confidence and preparing them for future opportunities.

Additionally, regular feedback during internships helps students refine their skills, ensuring continuous improvement. Through these comprehensive initiatives, AIE prepares students to excel as educators and make meaningful contributions to the teaching profession.

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

#### 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Feedback collected, analyzed, action taken and available on website



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

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

115

##### 2.1.1.1 - Number of students enrolled during the year

63

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

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

0

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

0

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

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

0

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

1

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

## 2.2 - Honoring Student Diversity

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

Honouring student diversity is crucial for creating an inclusive environment where all students feel valued. GGSIPU's Common Entrance Test (CET) covered English, General Awareness, Mental Ability, Reasoning, and Aptitude for Teaching, granting entry to

AIE for Teacher Education, followed by counselling sessions.

.In the 2023-24 session, AIE held an Induction Programme for new students, followed by a fun-filled Fresher's Day, where students showcased talents and Mr & Ms Freshers were selected. This event marked their entry into college life and helped them express themselves beyond academics. Mentors were assigned for personalized support, with weekly mentor-mentee meetings. Students joined various houses, clubs, committees, and cells. Awareness programs on ragging, student welfare schemes, and medical facilities were provided. AIE celebrated cultural diversity through events like Holi, Diwali, New Year, Lohri, basant panchami and other such festivals with full vigour. Elective courses focused on life skills, while guest lectures, workshops, and group discussions promoted awareness and open dialogue. Students also coordinated events under faculty guidance, and value education sessions fostered personal development. Internship programs offered field experience, while remedial classes supported students in need, ensuring a well-rounded college experience.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

Four of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

13:1

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

12

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

### 2.3 - Teaching- Learning Process

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

The faculty at AIE adopted innovative teaching methods, including flipped learning, project-based learning, experiential learning, problem-solving, group discussions, and collaborative approaches to promote holistic student development. Experiential learning took various forms such as school internships, community service, role plays, and research, allowing B.Ed. students to experience the realities of teaching. Field visits and teaching practice enabled students to observe teachers, interact with students, and apply theoretical knowledge in real-world settings, including designing Individualized Educational Plans (IEPs). Students also worked on case studies for Children with Special Needs, created e-portfolios, made presentations, and participated in quizzes and critical reviews, enhancing their skills. Pedagogy experiments and group discussions helped develop problem-solving and communication skills. Students were encouraged to enroll in MOOCs and online courses to further their education and to keep reflective journals or engage in self-assessment, helping them evaluate their teaching methods and professional growth. Service-learning, an important part of AIE's approach, involved engaging students in community service while connecting academic learning with real-world social issues. This helped students apply theoretical knowledge, practice teaching, and build empathy.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://teams.microsoft.com/v2/">https://teams.microsoft.com/v2/</a>
Any other relevant information	No File Uploaded

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

156

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://teams.microsoft.com/v2/">https://teams.microsoft.com/v2/</a>
Any other relevant information	<a href="#">View File</a>

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

There is a holistic, student-centred approach at AIE to support the professional development, academic growth, and overall well-being of students. The focus on mentorship ensures that students receive personalized guidance to shape their careers. In fostering teamwork, students collaborate within the four Houses—Pragya, Pratishtha, Pragyana, and PratiGya—under faculty supervision. Activities like morning assemblies and annual events are tailored to enhance teamwork, while additional collaboration opportunities are provided through cells and committees. By offering flexibility in curricular and co-curricular activities, AIE provides support for students across various domains. The institute addresses student diversity with mechanisms in both curricular and co-curricular realms, offering optional courses, remedial classes, and retests for academic support. Students can select courses based on their interests and career aspirations. These provide academic support to students who may need extra help. Clubs actively boost co-curricular skills. Emphasizing professional conduct, AIE maintains a disciplined environment, adhering to academic regulations. To manage stress, mentors can grant 'Out passes' for external commitments, and short leaves can be recommended. Assignment schedules are communicated early to reduce stress. Faculty-student weekly meetings and morning assemblies keep students informed on recent developments, aligning with AIE's commitment to comprehensive student growth.

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

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

Five/Six of the above

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

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

AIE focuses on fostering not only academic skills but also creativity, intellectual thinking, empathy, and life skills through a variety of activities.

(a) Creativity and Innovation: As part of the school internship program, B.Ed. and B.Ed. Spl Ed (LD) student teachers conducted case studies. Students showcased their talents during Ullas, the annual cultural festival at AIE, held in 2023. The event aimed to highlight students' talents, promote teamwork, teach event organization, and encourage an appreciation for India's cultural heritage. The theme for the event was Indigenous Knowledge system.

Various competitions were organized, including an online debate,



inter-college Sanskrit slogan competition, inter-college Hindi poem recitation, street play, creative writing contest, solo and group dance competitions, solo and group song contests, digital poster making, photography, rangoli, wall painting, folder design, fashion show, best-out-of-waste, and yoga.

(b)Intellectual and Thinking Skills: Workshops and brainstorming sessions were conducted to develop critical thinking, and IQ tests were also administered to further enhance cognitive abilities.

(c)Empathy: The Department of Special Education at AIE organized workshops and sessions focusing on inclusive education to foster empathy among students.

(d)Life Skills: The Life Skills Club facilitated activities aimed at developing soft skills among student teachers.

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

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**  
**Organizing Learning (lesson plan)**  
**Developing Teaching Competencies**  
**Assessment of Learning Technology Use and Integration**  
**Organizing Field Visits**  
**Conducting Outreach/ Out of Classroom Activities**  
**Community Engagement**  
**Facilitating Inclusive Education**  
**Preparing Individualized Educational Plan(IEP)**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Ten/All of the above**

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

**2.4.3 - Competency of effective communication is developed in students**

**All of the above**

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive**

All of the above

<b>devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study</b>	<b>All of the above</b>

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

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

The internship program is structured around several key components:

1. Selection of Schools: Schools, including reputed institutions like APS, are chosen based on the feasibility of the internship.
2. Orientation for School Principals and Teachers: A letter or email outlining the details of the internship activities is sent to all school principals to inform them of the program.
3. Orientation for Students: Students receive an orientation about the internship (PSE1 & 2, SIP) both at the start and just before the internship begins. They are also instructed to maintain reflective journals throughout the internship to document their experiences.
4. Role of Faculty: Each school is assigned a faculty member to oversee the internship who is responsible for monitoring attendance, reviewing student files, and reporting progress to the internship coordinator and school principal.
5. Assessment of Student Performance: Students are assessed during the internship by both external experts and faculty. Feedback is gathered from the school principal, internship coordinator, and students themselves to evaluate performance.
6. Exposure to School Environments: During PSE1 & 2, student-teachers gain exposure to various school activities,

including observing classes, visiting labs, reviewing records, and participating in co-curricular activities. In the SIP phase, students teach lessons using Teaching-Learning Materials (TLMs) and other resources.

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

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

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

93

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports**

Nine/All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

The AIE program closely monitored student progress during their internships, ensuring a structured approach to professional growth. In the initial phases (PSE 1 & 2), students observed classes, organized school events, and reflected on their experiences in journals. They also completed field assignments under the guidance of school coordinators and faculty, with attendance tracked by both the school and university. Faculty regularly visited schools to assess student progress and gather feedback from school staff.

To prepare for the Student Internship Program (SIP), students underwent comprehensive training, which included practical experiences like micro-teaching, simulated teaching, and discussion-based learning. They were introduced to modern teaching techniques, Bloom's Taxonomy, and constructivist learning principles. Students also gained skills in creating assessments, analyzing textbooks, developing teaching-learning materials (TLMs), model making, and designing multimedia lesson plans.

Teacher educators played a crucial role by conducting school visits, supervising student-teacher classes, and offering constructive feedback. School principals coordinated class allocations to ensure smooth implementation, while school teachers provided immediate support to student-teachers. Peer observation and feedback were actively encouraged, particularly during discussion lessons, fostering a collaborative and supportive learning environment for all participants.



File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)</b>	<b>All of the above</b>
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	<b>Five of the above</b>
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.5 - Teacher Profile and Quality</b>	

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

13

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

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

13

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

3

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

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

colleagues and with other institutions on policies and regulations

At AIE, educators are committed to continuous professional development through a variety of channels. They actively participate in in-house discussions and organize or engage in national seminars, international conferences, Faculty Development Programs (FDPs), workshops, and guest lectures. Faculty members also contribute to research journals, college magazines, newsletters, and conference proceedings in editorial roles. AIE supports a collaborative learning environment by offering fee exemptions for in-house events. The institution promotes knowledge exchange by funding faculty to attend external seminars, conferences, and FDPs, as well as to publish research papers. This professional atmosphere encourages open dialogue, with the AIE Principal and faculty frequently invited as resource persons by other educational institutions. The Research and Development cell at AIE organizes research-focused programs, welcoming input from all faculty members to ensure inclusivity. Faculty members are provided with a platform to discuss their ongoing research, gaining valuable feedback. Additionally, the Faculty Development Research Cell of AWES invites AIE faculty to deliver guest lectures to faculty and principals of Army Public Schools. AIE faculty also collaborate with organizations like NIOS, providing online lectures and further expanding their influence within the wider educational community.

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

## 2.6 - Evaluation Process

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

AIE emphasizes Continuous Internal Evaluation (CIE) to comprehensively assess student learning, encompassing both academic and extracurricular activities.

### Academic Assessments:

1. Written assignments are required for each theoretical course.
2. At least one internal examination is conducted for each

theory course.

3. Students maintain reflective journals documenting their internship experiences.
4. Teaching-Learning Materials (TLMs) and models are created and utilized for practice teaching activities, including micro-teaching, simulations, discussions, and the actual internship.

#### Extracurricular Achievements:

1. Student performance in inter-house, inter-college, and university-level competitions in arts and sports is evaluated.
2. AIE hosts an annual cultural fest 'Ullas' and a sports meet.
3. Students actively participate in AWES Youth festivals and GGSIP University events, engaging in various activities such as debates, poetry recitations, essay writing, art competitions, dance, music, and sports (basketball, volleyball, kabaddi, athletics, badminton, table tennis, chess, etc.).

#### Research and Scholarly Activities:

1. Seminar papers and research paper publications by students contribute significantly to their overall assessment.
2. AIE actively organizes both national and international seminars on an annual basis.

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

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

Five of the above

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

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

**AIE maintains a dedicated Student Grievance Redressal Cell (SGRC) to promptly address student concerns.**

**Response Time:**The SGRC convenes within 24 hours of receiving a grievance.

**Grievance Handling:**Complaints are channelled through a clear process: student -mentor coordinator -principal.

**Accessibility:**Students can contact the SGRC convener or a member directly in case of urgent matters.

**Transparency:**SGRC contact information is readily available on the institute website and displayed prominently on campus.

**Scope:**The SGRC addresses a wide range of student concerns, including exam-related issues.

**Effectiveness:**During the 2023-24 academic year, the SGRC did not receive any formal complaints, indicating a positive and supportive learning environment.

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

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

AIE follows the academic calendar set by GGSIP University for conducting internal evaluations. The academic calendar is prepared at the beginning of each semester, incorporating guidelines from the University calendar and suggestions from the Academic Advisory Committee (AAC). It is uploaded on the institute's website, displayed on notice boards, and shared in student and faculty groups. The program also includes timetable creation, with faculty preparing unit plans for their respective courses and tracking monthly syllabus completion. Students in the B.Ed. and B.Ed. Spl. Ed. programs are oriented about internal examinations and practicals at the start of each semester. Tentative examination dates are listed in the academic calendar. Students receive detailed information in advance regarding the exam schedule, question pattern, marks distribution, assignment submissions, and other related details. For practical exams, students are informed about the necessary records to maintain. Mock viva sessions, retests, resubmission of assignments, and remedial classes are offered to ensure comprehensive learning. Additional support includes question banks, discussion sessions, study materials, and other resources. Question papers are made available in both English and Hindi to cater to all students. This structured approach ensures timely and transparent evaluations, promoting student success.

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

## 2.7 - Student Performance and Learning Outcomes

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

AIE faculty prioritize Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) in their teaching methodologies to ensure comprehensive development. The B.Ed. program equips future teachers with essential skills and knowledge for effective school-level education, refining teaching abilities and fostering scholarly growth. The B.Ed. Spl. Ed. (LD) program specifically

prepares educators to work with children with learning difficulties in inclusive settings, with tailored PLOs addressing their unique needs. These PLOs emphasize skills crucial for modern education, such as proficiency in ICT-based learning, exploration of innovative teaching methods, understanding evolving disciplinary knowledge, and effective learning facilitation strategies. CLOs, embedded within the curriculum, outline specific learning objectives for each course, ensuring a focused and outcome-oriented approach. Faculty members design unit plans aligned with these CLOs to enhance learning outcomes. The academic calendar, created at the start of each semester, integrates activities that align with both PLOs and CLOs. Assessment methods are strategically chosen to measure student achievement of these outcomes, helping develop pedagogical skills, effective communication, teamwork, and other essential competencies. The faculty's commitment to integrating PLOs and CLOs into the teaching-learning process reflects their dedication to providing a well-rounded, effective education for all students.

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

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

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

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

Student achievement at AIE is closely tied to the attainment of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).



Teaching-Learning Approach Activities are designed to help students develop the knowledge, competencies, and attitudes needed for the teaching profession. Each course includes both theoretical and practical components, with faculty preparing unit plans aligned with course objectives.

Curriculum Planning & Delivery The curriculum is planned based on recommendations from the Academic Advisory Committee (AAC) and the Internal Quality Assurance Cell (IQAC). The academic calendar includes activities suggested by GGSIP University. Innovative teaching methods, such as creating Open Educational Resources (OERs) on platforms like YouTube and Facebook Live, are incorporated to ensure PLOs and CLOs are met.

**\*\*Student Support & Development:\*\*** Individualized teaching approaches address diverse learning needs, and regular discussions help track student progress. Monthly updates are shared with students and faculty. Elective courses and special lectures are offered to build essential life skills.

Internship Experience Through the Student Internship Program (SIP), students gain practical experience with activities like micro-teaching, lesson planning, and case study analysis.

Alignment with GGSIPU Guidelines All PLOs and CLOs are carefully planned and implemented according to GGSIP University's academic calendar and guidelines.

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

## 2.7.4 - Performance of outgoing students in internal assessment

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

155

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

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

The performance of students evolves over time through a combination of scholastic and co-scholastic activities and experiences. The identification of students' strengths and areas for improvement begins with an orientation program. AIE organizes a one-week orientation for each batch to assess students' needs and interests. Activities like quizzes, games, and talent hunts help evaluate key skills such as self-confidence, communication, voice modulation, motivation, and adaptability. Ongoing support and guidance are provided by mentors to student teachers throughout the program. Additionally, guidance and counselling sessions led by experts focus on developing life skills. Various workshops and seminars on diverse topics are conducted to broaden students' knowledge base. Student teachers are also given opportunities to organize and anchor events, further enhancing their leadership and organizational skills. Teachers incorporate innovative pedagogical practices, such as web designing, think tank activities, brainstorming sessions, and reflective tasks like analysing newspaper articles and journal entries, to assess students' learning outcomes. For those who require additional support, remedial classes are arranged. The results of internal examinations are regularly analysed to track progress and ensure students are on the right path toward academic and personal growth. This comprehensive approach helps in shaping confident individuals ready for the teaching profession.

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

## 2.8 - Student Satisfaction Survey

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

yes

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

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

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

1,00,000

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional**

All of the above

**functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

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

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

All of the above

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

**3.2 - Research Publications**

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

01

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

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

80

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

**3.3 - Outreach Activities****3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

17

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

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

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

153

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

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

153

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

153

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

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

The Army Institute of Education, Greater Noida, actively engages in outreach activities that sensitize students to social issues and promote community development. AIE fosters a sense of responsibility and inclusivity among its students through workshops, awareness campaigns, and environmental drives.

- Workshop on Women's Hygiene focusing on breaking the stigma around menstrual health & empowering young women.
- Ek Ped Maa Ke Naam Initiative: Encouraged afforestation by dedicating trees to mothers, raising awareness.
- Stationary distribution in nearby areas including pencils, books, colours.
- Divyangjan Awareness Camp: Held at CCS University, Meerut, to empower individuals with disabilities and raise awareness about learning disabilities.
- Awareness Rally on Voting Provisions for Persons with Disabilities: Highlighted inclusive democratic practices by emphasizing voting rights for persons with disabilities.
- Workshops on Legal Provisions & Blood Cancer Awareness: Sensitized participants to legal rights for persons with disabilities and awareness about blood-related diseases.
- Cleanliness Drive (Ek Taarikh - Ek Ghanta - Ek Saath) A one-hour initiative under NCTE for Garbage-Free India campaign, emphasizing community hygiene.
- Plant Donation and Plantation Drive: Students donated & planted plants to local schools, fostering environmental responsibility.

AIE nurtures socially responsible educators through these activities, equipping them to address societal challenges and contribute meaningfully to community development.

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



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

4

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

**3.4 - Collaboration and Linkages****3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

0

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

0

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

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

17

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges</b></p>	<p><b>All of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The Institute has adequate facilities for teaching learning process. The Institute, receives grant from Army Welfare Education Society for development of resources which is being put to maximum benefit and welfare of the students in B. Ed. and B. Ed. Spl. Ed Programme. Regular Audits and Inspections ensure transparency and proper functioning and utilisation of the available resources. AIE has state of the art infrastructure, as per NCTE and RCI norms, including spacious ICT enabled classrooms for B.Ed & B.Ed.Spl ED programmes, labs, library, playground, gym etc. The fully wifi enabled Institute has various Labs like, Science Lab, Maths Lab, Art & Craft Lab, Teaching Learning Resource Centre, Psychology Lab, ICT Lab, Language Lab, Health and Physical Resource Centre, separate Common Rooms for boys & girls, Seminar Hall, Amphitheatre. Library is updated with purchase of new books, Journals, Magazines, subscription of e-resources and renewal of

available one. Classrooms are equipped with Interactive smart boards, projector & PA systems, well lighted and elevated classrooms, notices being put up on Notice Boards of Academic Block and Hostel. Outsourcing is done for maintenance of the campus and repairing of infrastructural facilities. Regular cleaning of water tanks, Pest Control, Garbage management, arboriculture, landscaping adding environmental sustainability along with aesthetics beauty of the infrastructure.

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

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

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

08

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

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

54.51427

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

The Institute has embraced ILMS Lib Guru. Nature: Automatic year: 2015 to current; Version: 5.0. A library management program called Lib Guru assists us in managing our library by automating repetitive processes including acquisition, circulation, cataloguing, serials, and more. LIB GURU helps manage the maintenance of book records and book issuing, among other areas of library operations. Additionally, it enables more effective management of book details, such as the edition, author, and several other important details. This makes it easier for the librarian and students to find the right resources and look for books.

Other features are: 1. EBSCO - The E-Resource Database for Full Text (EBSCO) offers full text, indexing, and abstracts for hundreds of books, periodicals, and yearbooks. This database covers a wide range of topics related to education and is very helpful for professionals and students studying education. 2. DELNET: In addition to providing computerized services to coordinate efforts for appropriate collection development and, whenever feasible, to avoid needless duplication, DELNET facilitates the exchange of resources among libraries through the construction of a network. 3. DrillBit: Software to Prevent Plagiarism using state-of-the-art technology, DrillBit is a global plagiarism detector that can identify even the most intricate forms of plagiarism. 4. E-BOOKS & ONLINE JOURNALS

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://aie.ac.in/assets/Documents/Library%20Services/LLibrary%20Services-2024-25.pdf">https://aie.ac.in/assets/Documents/Library%20Services/LLibrary%20Services-2024-25.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

AIE has a well-thought-out plan in place to make library resources

accessible from a distance. Both in-person and remote usage were typical before the outbreak. Language labs, LANs, residential facilities, and the following are some of the materials available through online libraries. 1. LIBGURU Version 5.0 of Nature Automation began in 2015 and continues to this day. LIB GURU assists in overseeing all library activities, from issuing books to keeping track of book records. It also makes it possible to manage book details like the author's name, edition, and many other crucial details more efficiently. Thus, it is simpler for students and the librarian to look for books and locate the appropriate resources.

2. EBSCO - The E-Resource Database for Full Text (EBSCO) offers full text, indexing, and abstracts for hundreds of books, periodicals, and yearbooks. This database covers a wide range of topics related to education and is very helpful for professionals and students studying education.

3. DELNET- In addition to providing computerized services to coordinate efforts for appropriate collection growth and, whenever feasible, to avoid unnecessary duplication, DELNET facilitates the exchange of resources among libraries through the establishment of a network. 4. DrillBit -Drilbit Antiplagiarism Software is a global plagiarism detector that use cutting-edge technology to detect the most complex types of plagiarism..

#### 5. ONLINE JOURNALS & E-Books

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

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

Three of the above

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

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

4,01,898

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

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

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

78

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://aie.ac.in/assets/Documents/Library%20Services/LIbrary%20Services-2024-25.pdf">https://aie.ac.in/assets/Documents/Library%20Services/LIbrary%20Services-2024-25.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

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

### 4.3 - ICT Infrastructure

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

The institution has a well-furnished and fully functional Computer Labs and ICT Resource Rooms. The college has 68 computers in the year 2024 of which 55 computers are available for student use in the Computer Lab, ICT Resource Rooms, Special Education ICT Lab, Science Lab, Psychology Lab, Teaching Learning Resource Centre (TLRC) and library. 06 Computers are available for faculty use and



the rest 07 computers are for office, girl's hostel and library use.

06 Interactive Smart Panels have been installed in classrooms in the year 2024. 10 Hikvision Bullet Camera, 2 Secureye 4 Port POE Switch, 2 Intercom Telephone Set have been added in the year 2023. The wifi facility upgraded with 1000 mbps lease line bandwidth in the year 2024. AMC of Wifi/internet services at AIE campus has been updated with M/S Precious IT Services Noida for the period 01.04.2024 to 31.03.2025. Renewal, upgradation and AMC of Wordsworth English language lab has been updated from 01.04.2022 to 31.03.2023. Web based Drill Bit Anti-Plagiarism cloud based application Licence renewed from 29.03.2023 to 28.03.2024. DELNET software updated from 23.02.23 to 22.02.24, EBESCO software updated from 20.03.23 to 19.03.24 and N-List software updated from 01.04.2024 to 31.03.2025 for e-resource purpose. For e-governance purpose Microsoft Team updated from 21 Aug 2024 to 20 Aug 2025, Edu Marshal and Tally Software are used.

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

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

2:1

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

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

A. ?1GBPS

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

<b>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</b>	<b>Five or more of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.youtube.com/watch?v=sE5HLLLC0Zw">https://www.youtube.com/watch?v=sE5HLLLC0Zw</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://aie.ac.in/aie/Documents/Facilities/E-Content%20Developed%20by%20Faculty.pdf">https://aie.ac.in/aie/Documents/Facilities/E-Content%20Developed%20by%20Faculty.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

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

**51,14,706**

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

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

AIE follows the procedure in procuring, maintaining and utilizing physical, academic and support facilities. Requisition for the material required is taken from the concerned, Call for Quotation is being put up from the open vendors, Board of Officers (BOO) is being appointed, Supply Order been taken, Inspecting Committee framed to check the stuff purchased. AIE, being the residential Institute, students can utilize these services during extended hours beyond the academic hours. Various resources like sports ground, games & sports equipment, laboratory, library and ICT resources, Gym can be fully utilized. They can utilize the evening hours for group practice for various group events like Morning Assembly, celebration of events, activities, competitions are done in Institute. Amphitheatre or common rooms are utilized for the practice. Institute is providing Medical Facility by the registered Medical Practitioner. Grant is received from AWES for student benefit. Equipment are also maintained on regular basis, through AMCs. Repairs and maintenance of IT equipment, Sports equipment, Laboratory equipment, Water RO filters, maintenance of landscape, plantation, green cover is regularly up kept. Paintwork of the building is done on regular basis. The condemned items are duly taken off the record with proper procedure under duly appointed Board.

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

## STUDENT SUPPORT AND PROGRESSION

<b>5.1 - Student Support</b>	
<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	<b>All of the above</b>
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>	<b>Nine or more of the above</b>
<b>File Description</b>	<b>Documents</b>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and</b>	<b>A. All of the above</b>

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

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

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

**Four of the above**

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

5.2 - Student Progression	
<b>5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year</b>	
Number of students placed as teachers/teacher educators	Total number of graduating students
70	91
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.2.2 - Number of student progression to higher education during the academic year</b>	
<b>5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).</b>	
14	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)</b>	
28	

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.3 - Student Participation and Activities

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

The Army Institute of Education supports students through various initiatives, including capability-building programs, workshops, and seminars on career counselling, personal guidance, and skill enhancement. The institution offers facilities such as a hostel, ICT resource labs, library, canteen, parking, drinking water coolers, toilets, common rooms, and a sickroom.

Committees like Grievance Redressal and Anti-Ragging actively resolve student issues, ensuring a zero-tolerance policy for ragging. Regular mentor-mentee meetings address academic and personal concerns, while an Anti-Ragging Squad monitors the campus to maintain a safe environment.

To promote holistic development, the institute organizes events such as Sports Day, cultural fests like Ullas, and competitions in music, dance, art, and craft. Workshops on classical and folk arts enhance students' physical and mental well-being.

An active Student Council encourages participation and transparency, with members elected to various committees. The Alumni Association, though unregistered, connects past students through the annual Anusmaran meet, recognizing their achievements with awards. Alumni also contribute by sharing career insights, promoting the institute on platforms like YouTube and Instagram, and supporting placements. With its comprehensive approach, the Army Institute of Education fosters an environment of growth, inclusion, and excellence.

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

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

32

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

## 5.4 - Alumni Engagement

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

Alumni Association the Army Institute of Education (AIE) has a functional, though non-registered, Alumni Association, comprising all student-teachers from batches that have graduated since the institution's inception in 2003. Over the years, the association has steadily grown, with its alumni actively contributing to the institution's development. They participate in the Alumni Talk Series, offering valuable insights into the teaching profession, and assist with placement activities by providing leads and timely updates on job opportunities.



The annual alumni program, Anusmaran, celebrates the achievements of AIE alumni. Distinguished members are honoured with the Chief of Army Staff Award and Awards for Academic Excellence. The most recent alumni meet was held on March 20, 2024, featuring a special concert by the Mijaaz Band, adding a musical highlight to the occasion.

AIE alumni also contribute by judging competitions such as debates, essay writing, and cultural events and by promoting the institution on platforms like YouTube, Facebook, and WhatsApp. Their consistent dedication and involvement significantly enhance the institution's programs and reputation, reinforcing AIE's standing as a premier teacher-education institution.

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

<p><b>5.4.2 - Alumni has an active role in the regular institutional functioning such as</b>  <b>Motivating the freshly enrolled students</b>  <b>Involvement in the in-house curriculum development</b>  <b>Organization of various activities other than class room activities</b>  <b>Support to curriculum delivery</b>  <b>Student mentoring</b>  <b>Financial contribution</b>  <b>Placement advice and support</b></p>	<p><b>All of the above</b></p>
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File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

1

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

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

The Alumni Association is a cornerstone of the Army Institute of Education (AIE), fostering strong bonds between the institution and its graduates. Alumni inspire current students by participating in the Inspirational Alumni Talk Series, where they share experiences and insights into the teaching profession. Topics include:

1. Essential Skills and Traits that a Teacher Should Possess
2. Create an Effective Portfolio using Google Sites
3. Navigating the complexities of campus Placement
4. Online Teaching Platforms

The Annual Alumni Reunion - Anusmaran celebrates the achievements of alumni with the Chief of Army Staff Award and Awards of

Academic Excellence. Alumni connect with students, share professional experiences, and enjoy cultural performances. This event strengthens the lifelong bond between alumni and AIE.

Alumni play a pivotal role in Placements, offering job leads, sharing opportunities, and mentoring students on real-world skills required in the teaching profession. Their guidance helps students prepare for professional challenges and enhance their employability.

Additionally, alumni contribute as Event Judges for cultural and educational programs, ensuring the success of competitions like debates, essay writing, and poetry recitals. AIE supports alumni through Professional Development, offering appreciation letters, workshop invitations, and opportunities to present at seminars, promoting mutual growth.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

AIE is directed by AWES for its institutional practices which are focusing on the participative management and decentralization process. It follows the guidelines of the Rule books (Blue, Yellow book). All the rules and guidelines for administration, various leadership and other participative committees for both academics and admin work are clearly mentioned in the rule book of AWES. As per rule book, the Institute consists of three tier top management - Board of Governors and its Executives Committee at Army Headquarters Board of Administration at Western Command Headquarters that regulates Institute Management Committee of AIE. The IMC convenes quarterly meetings that involve faculty representatives. IMC are planned every 3 months for regular follow up with COS Delhi Area- Chairman BGS Delhi Area, SO Col, Principal AIE - Member One faculty in rotation- Teacher Representation

Registrar, AIE- Member Secy The decentralized approach is further exemplified by the engagement of staff members in various boards like Purchase Board, Destruction and Appointment Board, Audit and COAS Trophy Boards. Decisions within the organization are made through a multi-tiered process, with involvement at various levels: Patron in Chief (GOC-in-C, Western Command) Chandimandir Patron (GOC, Headquarters, Delhi Area) Chairman (COS, Headquarters, Delhi Area) Principal, AIE

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

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

AIE operates under the directives of the (AWES), emphasizing participative management and a decentralized approach adhering to the regulations, guidelines outlined in the AWES rule books, (Bluebook and Yellow book). These rule books comprehensively cover administrative policies, leadership roles and participative committees related to both academic and administrative functions.

According to the rule book, the management follows a three-tier structure comprising the Board of Governors and its Executive Committee at Army Headquarters, the Board of Administration at Western Command Headquarters, and the Institute Management Committee (IMC) at AIE.

The IMC meets every three months to ensure regular oversight and includes the following members:

- COS Delhi Area (Chairman)
- BGS Delhi Area (Member)
- SO Col (Member)
- Principal, AIE (Member)

- A faculty representative (rotational basis)
- Registrar, AIE (Member Secretary)

The institute's commitment to decentralization is further demonstrated by staff involvement in various boards, such as the Purchase Board, Appointment Board, Audit Board, and COAS Trophy Board.

Decision-making within AIE follows a structured, multi-level process involving key stakeholders, including:

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

This hierarchical framework ensures collaborative decision-making with contributions from various levels within the organization.

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

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

**Financial Operations:** AIE functions as a self-financed institution, utilizing Information and Communication Technology (ICT) for its accounting and financial management. All financial transactions are documented in both digital and physical formats. The institute employs Tally software to efficiently handle accounting processes. To ensure transparency, regular audits are conducted, and payments are processed securely through various methods, including cheques, NEFT, and UPI. AIE follows a rigorous multi-layered financial scrutiny system, involving quarterly audits by a(CA) and an annual inspection of financial records by the headquarters. Audited financial statements are made available on the institute's website.

**Academic Operations:** AIE offers B.Ed /B.Ed Spl Ed. programs, with admissions based on the Common Entrance Test (CET) conducted by Guru Gobind Singh Indraprastha University, Delhi. Only candidates

who have successfully cleared the CET are eligible for admission, which is finalized through the university's counseling process, ensuring compliance with eligibility and admission criteria.

**Transparency in Administrative Practices:** The institute promotes transparency by publishing the minutes of Governing Council meetings on its website. Additionally, the website provides access to key disclosure documents, including minutes from various institutional meetings. AIE has established both administrative and academic committees to ensure accountability and autonomy in decision-making processes.

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

## 6.2 - Strategy Development and Deployment

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

### Strategic Plan Implementation: Successful Completion of NAAC Cycle 2 Inspection

The institution's Internal Quality Assurance Cell (IQAC) successfully executed the NAAC Cycle 2 inspection, demonstrating effective deployment of its strategic plan. The process began with meticulous planning, which included forming dedicated teams to oversee various aspects of the inspection, ensuring timely submission of Annual Quality Assurance Reports (AQARs), and maintaining consistent liaison with the NAAC peer team.

Key components of the strategic plan included the preparation of comprehensive records and reports, proper documentation, and regular updates to ensure alignment with NAAC requirements. A mock peer team visit was organized to identify and address potential gaps, and multiple rehearsals of presentations were conducted to ensure clarity and coherence. Stakeholders were actively engaged, and special efforts were made to invite them for interactions during the visit. A well-coordinated cultural program and structured meetings further added value to the event, reflecting

the institution's commitment to holistic representation.

Throughout the process, time management and transparency were prioritized, ensuring all activities were executed seamlessly. The successful completion of the NAAC Cycle 2 inspection highlighted the institution's adherence to quality assurance practices and strategic planning, paving the way for sustained academic and administrative excellence.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://aie.ac.in/naac_igac.html">https://aie.ac.in/naac_igac.html</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The Army Institute of Education (AIE) follows a structured approach and well-defined planning processes for academic operations at various levels, ensuring thorough discussions on key matters such as the Institute Management Committee (IMC), financial limits, and other important agendas.

The institution's roles and responsibilities include faculty and non-teaching staff recruitment in accordance with Guru Gobind Singh Indraprastha University (GGSIPU) guidelines, overseeing inspections, maintaining administrative records, and ensuring compliance with all regulatory processes.

All decision-making and discussions are conducted collaboratively, with approvals sought from higher authorities in the following hierarchical order:

- Patron-in-Chief (GOC-in-C, Western Command, Chandimandir)
- Patron (GOC, Headquarters Delhi Area)
- Chairman (COS, Headquarters Delhi Area)
- Principal, Registrar, Academic Coordinators, Faculty Members, Office Staff, and Student-Teachers of AIE



Quarterly IMC meetings are held regularly, with minutes and progress reports systematically documented and published on the AIE website to ensure transparency.

Key responsibilities of the IMC include:

- Overseeing the overall operations of the institute.
- Managing financial resources effectively.
- Providing on-site administrative support.
- Assigning additional duties and responsibilities to the Director/Principal and staff.
- Establishing committees for procurement and ensuring appropriate allocation of funds.
- Reviewing and approving the annual budget presented by the Principal, as well as supervising the yearly audit process.

File Description	Documents
Link to organogram on the institutional website	<a href="https://aie.ac.in/management_committee.htm">https://aie.ac.in/management_committee.htm</a> <u>1</u>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Five/Six of the above

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of



the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

AIE has several committees, clubs, and cells, each with clearly defined structures and roles, all focused on the overall development of students. Regular meetings are held, and comprehensive minutes of each meeting are recorded.

One key aspect of AIE's operations is the Placement Cell, which stands out as a significant feature. Its operations are carefully structured to align with the institute's goals. The process begins with providing pre-service teachers with a thorough orientation on the cell's functioning, explaining all the key details outlined in the placement policy. Each student must sign the policy, indicating their preference for placement or opting out of placement, as per the institute's guidelines.

The Placement Cell takes a hands-on approach in supporting students with their career paths. It organizes personality development classes and workshops, facilitates networking opportunities between students and alumni, and arranges sessions with school principals through Alumni and Principal interactions. The cell also maintains strong ties with alumni, using this network to help secure job placements for current students. Additionally, the cell conducts mock interviews, adding to its wide-ranging support for students. In short, the Placement Cell is a versatile and essential part of AIE's operations.

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

### 6.3 - Faculty Empowerment Strategies

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

The organization has a well-defined promotion and employee welfare policy designed to support faculty development. The institute provides financial assistance for faculty members to attend national and international conferences and workshops, and it also

organizes professional development programs. Performance evaluations are conducted, and the institute offers various welfare schemes for both teaching and non-teaching staff. Over the past five years, many staff members have benefited from provisions such as duty leave, medical leave, maternity and paternity leave, and group insurance.

Teaching staff are entitled to maternity leave (180 days), paternity leave (15 days), child adoption leave (180 days), medical leave, casual leave, and emergency leave. They also receive medical benefits, gifts on special occasions, subsidized housing, and funeral allowances. Additionally, faculty members are provided with 50% financial support for participation in seminars, workshops, and faculty development programs to promote continuous improvement.

Non-teaching staff enjoy welfare benefits such as the Public Provident Fund (PPF) for those earning below Rs 15,000, casual leave, medical leave, emergency leave, subsidized housing, funeral allowances, and gifts on special occasions. These measures are designed to support the ongoing professional and personal growth of both teaching and non-teaching staff.

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

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

16

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

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

30

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

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

16

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

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

The Performance Appraisal System (ACR) is a key element of the institute’s quality assurance framework, ensuring the ongoing assessment and enhancement of both teaching and non-teaching staff. This annual evaluation serves as a thorough review of individual performance, promoting a culture of professional growth and excellence within the institution.

For academic staff, the ACR process begins with the principal, who sets performance expectations and offers guidance throughout the evaluation period. Faculty members are assessed on various criteria, including teaching effectiveness, attendance regularity, clarity of instruction, subject knowledge, teaching speed, and student engagement. Feedback from peers and supervisors is also included, providing a well-rounded view of each faculty member’s contributions.

Non-teaching staff undergo a similar ACR process, initiated by the Head of Administration (HoA) or Registrar. Their evaluation includes an assessment of task management, adherence to schedules, and overall performance in their roles. Factors such as intelligence, skills, workspace maintenance, discipline, interpersonal relationships, punctuality, and notable contributions are all taken into account. The officer responsible for initiating the evaluation provides detailed feedback and recommendations to ensure a fair and objective review.

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

#### 6.4 - Financial Management and Resource Mobilization

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

AIE follows the financial management and audit procedures outlined in the Yellow Book for all AWES-run colleges. Internal audits are carried out by the Quarterly Audit Board (QAB), while external audits are performed by a chartered accounting . Accounts are closed on a monthly basis, balance sheets are prepared, bank passbooks are updated, and reconciliation statements are generated.

The institute conducts both internal and external financial audits through the following methods:

1. The Quarterly Audit Board (QAB) reviews cash books and accounts each quarter and reports to the Chairman for necessary actions.
2. An annual audit, led by a chartered accountant appointed by the managing committee, includes a physical verification of fixed deposit receipts.
3. Surprise account checks are ordered by senior authorities and conducted by designated officials, with their findings and recommendations submitted for review.
4. The annual financial statement, verified by auditors, is included in the college's annual report and forwarded to HQ AWES.
5. The Managing Committee periodically approves the appointment of chartered accountants, rotating firms as needed.
6. Audit objections and recommendations are addressed according to the Chairman's instructions, with progress updates provided monthly until resolved.

7. Annual book inspections and AAT (Audit and Accounts Training) sessions are conducted to ensure financial compliance and transparency.

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

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

**7.10 Lac**

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

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

The institute has a detailed financial policy to ensure the efficient use of funds for academic, administrative, and infrastructure development. The budget is approved by the Institute Managing Committee, with tuition fees being the main source of income. The IMC manages expenses, while AWES grants support welfare activities. GIA funds are allocated for events, publications, library resources, maintenance, and infrastructure. Purchase committees rotate quarterly.

Key elements of the financial policy include:

1. A clear policy that ensures funds are used efficiently for academic, administrative, and infrastructure needs.
2. The IMC-approved budget covers all anticipated costs, including one-time expenditures.
3. Tuition fees are the primary source of income, supplemented by funding from HQ through GIA.
4. The IMC oversees expense management, ensuring effective resource allocation.
5. Funds are allocated for specific purposes, such as salaries, infrastructure, equipment, and research.
6. The principal, registrar, and staff assess needs, set priorities, and work to maximize financial efficiency.
7. The IMC regularly monitors expenditures, reviews the budget, and provides guidance on optimal use of funds.
8. There is a clear process for approving funding, making advance payments, and submitting bills.
9. GIA from AWES supports institutional and student welfare activities, including events, publications, and resources.
10. The principal coordinates academic planning with faculty and administrators to ensure effective resource allocation.

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

## 6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) of the Army Institute of Education (AIE) plays a crucial role in institutionalizing quality assurance practices to enhance academic and administrative standards.

1. The process begins with following the guidelines of regulatory bodies like NCTE, RCI, GGSIP University, New Delhi.
2. Continuous monitoring and evaluation of teaching, learning, and infrastructural resources through regular feedback from students, faculty, and stakeholders.

3. IQAC coordinates periodic assessments, workshops, and training programs to ensure faculty development and improve pedagogical practices.

4. Clubs and cells also works on setting performance benchmarks, implementing best practices, and conducting various activities to maintain academic rigor.

5. Additionally, the IQAC fosters a culture of research and innovation by encouraging faculty and students to engage in research activities and by promoting a conducive environment for learning. The data collected through these mechanisms helps in strategic decision-making and planning for the institute's continuous improvement.

6. Furthermore, the cell ensures that the institute adheres to accreditation requirements and implements necessary updates for institutional growth and quality enhancement.

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

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

The Army Institute of Education (AIE) periodically reviews its teaching-learning process through the Internal Quality Assurance Cell (IQAC) and other collaborative mechanisms.

1. The review process begins with regular feedback from students, faculty, and external stakeholders, which is collected through surveys, focus groups, and class assessments.

2. These inputs are analyzed to identify areas for improvement in teaching methodologies, course content, and learning resources.

3. The IQAC also conducts internal audits and academic performance reviews to assess the effectiveness of the curriculum and teaching strategies.



4. Faculty development programs, workshops, and training sessions are organized to enhance teaching quality and incorporate innovative practices.

5. Additionally, AIE encourages peer reviews and self-assessment, where faculty members evaluate each other's teaching methods, fostering a culture of continuous improvement. The findings from these reviews inform the revision of syllabi, adoption of new teaching tools, and the introduction of student-centered learning approaches.

6. This systematic and periodic review ensures that the teaching-learning process remains dynamic, relevant, and aligned with both academic standards and industry needs.

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

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

46

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

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

Four of the above

**submission of AQARs (only after 1st cycle)  
Academic Administrative Audit (AAA) and  
initiation of follow up action Collaborative  
quality initiatives with other institution(s)  
Participation in NIRF**

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

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

**Example 1:** Organizing an International Conference Sponsored by ICSSR To enhance academic excellence and foster intellectual growth, the institute successfully organized an International Conference on 21 February 2024, titled "Empowering Global Citizens: E-Governance and Education as Catalysts for Social Transformation." This conference was sponsored by the Indian Council of Social Science Research (ICSSR), showcasing the institute's proactive efforts to secure government funding for academic initiatives. The event brought together researchers, academicians, and policymakers from diverse fields, facilitating meaningful discussions and collaborative engagements. This initiative not only strengthened the institute's academic profile

but also emphasized its commitment to promoting quality research and creating platforms for knowledge exchange through partnerships with government agencies.

**Example 2: Strengthening Collaborative Efforts with Renowned Institutions** In alignment with its quality assurance goals, the institute extended its collaborative engagements with reputed institutions, ensuring continuous academic and professional development. Notable partnerships included a seven-day Faculty Development Program conducted in collaboration with Sanskriti University, addressing quality assurance in higher education. Additionally, the institute organized a student seminar in association with Kasturba Institute of Psychiatry and Behavioral Sciences, hosted a webinar in collaboration with Sanatan Dharma College, Amritsar, and engaged with the Rehabilitation Council of India (RCI) for specialized programs. These initiatives underscore the institute's commitment to leveraging institutional synergies, enhancing academic discourse, and providing faculty and students with exposure to multidisciplinary perspectives.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The Army Institute of Education (AIE) is committed to sustainable energy practices and environmental conservation. The institution has a well-defined energy policy emphasizing energy conservation and the use of alternate energy sources. AIE's campus is designed to optimize natural ventilation and daylight, significantly reducing dependence on artificial lighting and air conditioning during daytime.

To enhance energy efficiency, all lights have been replaced with LED fixtures, and a proper monitoring system ensures the regulated use of lights and fans. Energy-efficient practices are further supported by the use of three-star-rated electrical appliances,

ensuring minimal energy consumption. The campus is open and green, enriched with extensive plantation drives and eco-friendly initiatives organized regularly to foster environmental awareness. Strict measures are in place to ensure there is no emission of harmful energy, reinforcing the institute's commitment to a sustainable environment. These efforts align with AIE's goal of reducing its carbon footprint while promoting energy-efficient practices and environmental sustainability.

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

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

Our institution is committed to maintaining a clean and eco-friendly campus through systematic waste management practices. The policy emphasizes waste segregation, recycling, and sustainable disposal methods to ensure environmental conservation.

Dry and wet waste is systematically segregated at source, with covered dustbins placed across the campus to maintain hygiene. All residents and staff are instructed to keep the bins covered to prevent contamination. The municipality collects garbage daily, ensuring timely disposal of waste.

To handle biodegradable waste, dry leaves are utilized to produce manure through vermicomposting, promoting organic recycling. Paper is used judiciously, with both sides utilized before recycling to minimize wastage. E-waste is managed in collaboration with approved organizations like HME Waste Management, ensuring proper and environmentally safe disposal.

The institution also enforces a strict no-plastic policy, encouraging the use of eco-friendly alternatives. An Annual Solid Waste Treatment Board (ASTB) oversees and reviews waste management processes, ensuring continuous improvement and compliance with environmental standards.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	<b>Three of the above</b>
File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage</b>	<b>All of the above</b>
File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words	
<b>Through these measures, the institution fosters a culture of</b>	

sustainability and responsibility among its members, creating a model for effective waste management.

1. Cleanliness and Hygiene:

1. The campus, including classrooms, administrative buildings, and toilets, is kept clean. Toilets are sanitized regularly using phenyl and deodorant balls to maintain hygiene.
2. There are effective drainage systems to prevent waterlogging, ensuring the campus remains clean and dry.

2. Pollution Control:

1. To reduce air pollution, heavy vehicles are not allowed inside the campus. Instead, eco-friendly alternatives like bicycles and walking are promoted.
2. College vehicles are CNG nased and regular pollution check is done of the college vehicles.
3. Staff is encouraged to use public transport or cycle for commuting to the campus.

3. Green Initiatives:

1. The campus has a green cover, with plants and lawns cared for regularly. Sprinklers are used to water the plants efficiently.
2. Wastewater from filters is reused for cleaning, showing the institution's commitment to water conservation.

4. Waste Management:

1. The campus manages garbage with the help of arboriculture staff and support from the Greater Noida Municipality, ensuring proper disposal and a clean environment.
2. Dry and Wet waste is segregated and managed accordingly
3. Institute follows systematic ways of disposing E waste also discourages plastic use in the campus.

In essence, the institution prioritizes cleanliness, eco-friendly practices, and sustainability to provide a healthy and pollution-free atmosphere.

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

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

**All of the above**

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

**4.31097**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and

challenges in not more than 100 - 200 words

The Army Institute of Education (AIE) actively leverages its local environment, locational knowledge, and community practices to enrich the teaching-learning experience and promote social responsibility. Located in Greater Noida, a rapidly developing urban area, AIE integrates regional knowledge and resources into its academic and extracurricular activities to create a meaningful impact.

The institute collaborates with local communities to understand and address their challenges through outreach programs, surveys, and workshops. It conducts awareness drives on education, health, and environmental sustainability, ensuring community engagement. Local traditions and practices are incorporated into cultural events like Ullas, which celebrates regional heritage alongside the Indian Knowledge System.

AIE emphasizes environmental stewardship through tree plantation drives and eco-friendly initiatives that connect students with their surroundings. By organizing outdoor classes and nature walks, the institute fosters a deeper understanding of the local environment. It also addresses regional issues like waste management by promoting sustainable practices such as banning plastic and encouraging cloth bags.

Through these efforts, AIE not only utilizes its locational advantages but also instills a sense of responsibility among students to contribute to the development of the local community while nurturing a sustainable and inclusive future.

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

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

**A. All of the above**



**staff Annual awareness programmes on the Code of Conduct are organized**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.2 - Best Practices**

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

The Army Institute of Education (AIE) has implemented two impactful best practices: Student Publications and Research Acumen Development and Green Campus Initiatives.

The first focuses on cultivating research-oriented skills among students through structured programs. Orientation sessions on research writing introduce students to methodology, paper structuring, and academic integrity. Personalized mentorship guides students through topic selection, data collection, and analysis, while research-integrated assignments like case studies and reflective tasks promote critical thinking. AIE also encourages paper presentations at seminars and conferences, offering publication opportunities in proceedings, the college magazine, and through collaborations. This approach enhances analytical, problem-solving, and presentation skills, preparing students for academic and professional success.

The Green Campus Initiatives emphasize sustainability and environmental responsibility. Activities include tree plantation

drives, outdoor classes, and campaigns promoting cloth bags while discouraging single-use plastics. Nature walks, environmental seminars, and awareness events further instill eco-consciousness. Recognitions like the District Eco SDG Championship 2023 and 'S' Grade for Sustainable Development Goals underscore AIE's achievements. Principal Dr. Abhilasha Gautam has been awarded for her leadership in incorporating environmental education into teaching.

These initiatives collectively foster research excellence, environmental stewardship, and social responsibility, reflecting AIE's dedication to holistic education and sustainability.

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

### 7.3 - Institutional Distinctiveness

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

The Army Institute of Education (AIE) has undertaken various initiatives to integrate the Indian Knowledge System (IKS) into its curriculum, aligning with the National Education Policy (NEP) 2020 and the vision of Viksit Bharat 2047.

An International Seminar on February 21, 2024, sponsored by ICSSR, focused on "Indigenous Knowledge System for a Sustainable Future." The seminar emphasized the integration of IKS in education, fostering sustainability and aligning with NEP 2020 objectives. A Student and Faculty Development Programme (SFDP), conducted online from May 2-8, 2024, in collaboration with Sanskriti University, explored the role of IKS in promoting physical, social, and emotional well-being, enriching the teaching-learning process and holistic development.

The Ullas 2024 Cultural Fest (March 16-20, 2024) celebrated the rich heritage of IKS through vibrant student participation, fostering creativity, cultural pride, and intellectual engagement under the theme Bhartiya Gyan Parampara. Similarly, AIE's Annual Sports Meet incorporated traditional Indian games like Kabaddi, Kho-Kho, and Yoga alongside modern sports. This unique approach highlighted the discipline and cultural values embedded in India's

heritage while promoting physical fitness.

These activities collectively underscore AIE's commitment to strengthening IKS in education, fostering cultural pride, holistic development, and sustainability.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>