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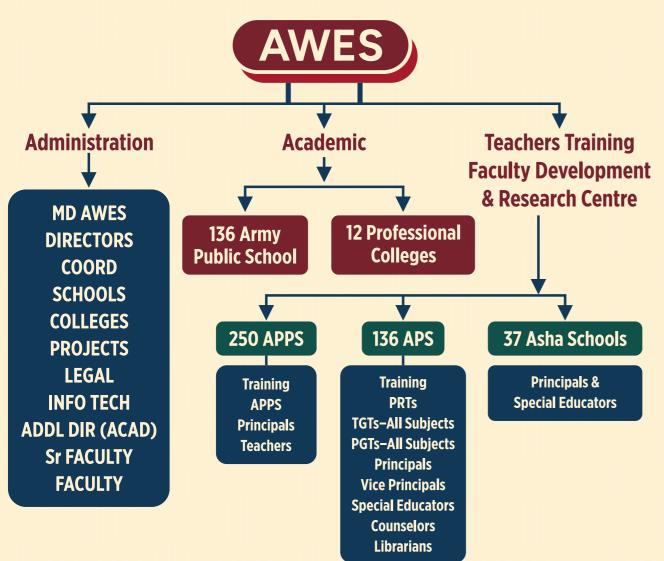
VISION STATEMENT

Be an organization committed to excellence for holistic development of children, making them global citizens for nation building.

MISSION

To provide enabling learning environment with empowered faculty and required infrastructure for children to realise full potential and face challenges of life.







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	CHIEF OF THE ARMY STAFF ADJUTANT GENERAL DIRECTOR GENERAL DISCIPLINE, CEREMONIAL & WELFARE MANAGING DIRECTOR - AWES

Editorial Team : AWES Team
Compiled By : AWES Team

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Station: New Delhi

Date: 28 Feb 2023

MESSAGE Chief of the Army Staff



Gen Manoj Pande PVSM, AVSM, VSM, ADC Chief of the Army Staff

National Education Policy 2020 (NEP) has heralded 'Transformation in Education'. The ongoing adaptation process, under Army Welfare Education Society (AWES), to align school and higher education with precepts of NEP is well, on course. The areas of inclusivity, foundational stage development, technology upgrade, teacher empowerment as well as flexible, liberal & multi-disciplinary ecosystem of higher education, have gained prominence.

Equity, quality, collaboration and technology-enabled learning are some of the key areas, which need attention. It gives me great satisfaction to find these themes covered in the Magazine. I would also like to compliment all, for the initiative undertaken by our schools in extending requisite support to Government and Government aided schools, as part of 'Vidyanjali' project.

Management and Board of Administration have been actively pursuing key welfare objectives of shaping the students into responsible citizens and professionals of tomorrow. AWES and its constituent educational institutions must focus on quality education and holistic development of students.

The efforts by the editorial team of "Arivoli–2023" in enriching the Magazine, are clearly visible and I compliment them for their effort.

'Jai Hind'

(Manoj Pande)

General

Chief of the Army Staff



MESSAGE Adjutant General



Lt Gen C Bansi Ponnappa PVSM, AVSM, VSM Adjutant General

Quality education for the wards of all Army personnel is a vital facet of the welfare focus of Indian Army. Army Public Schools and Army Institutions of Higher Education provide opportunities to achieve this objectives. I am happy to place on record, my appreciation for the administration, management and staff engaged in supporting our efforts in this direction and adding value year on year with due commitment.

With the advent of NEP - 2020, our entire ecosystem requires a relook and new policies and provisions need implementation. Army Welfare Education Society (AWES) has taken the required lead in steering the schools and colleges in desired direction. Remodelling of schooling with emphasis on 'Foundation Stage' learning and introduction of multidisciplinary higher education with emphasis on skilling, vocational training, teacher empowerment & research are key areas of intervention. Detailed study of all relevant factors helps us to evolve appropriate changes and lay down a sustainable 'Way Forward'.

The 2023 edition of AWES annual magazine 'Arivoli' presents a bouquet of diverse contents to engage the reader. Kudos to all those who were involved in publication of the Magazine.

"Jai Hind"

Station: New Delhi Date: 22 Mar 2023 Lt Gen
Adjutant General



MESSAGE DG DC&W



Lt Gen PS Shekhawat AVSM, SM DG DC&W

I congratulate the Army Welfare Education Society (AWES) for coming up with the 'Ruby Jubilee' edition of 'Arivoli–2023' for its stellar contributions in providing valuable, contemporary and quality education to wards of Army personnel. The academic leadership, management and administration of AWES schools and colleges deserve a special mention for their remarkable achievements towards inclusive growth of society and the Nation.

Implementation of NEP 2020 will demand structural, functional and ideological changes in academic and administrative spheres. Our institutions need to prepare well to meet the challenges, which may accompany the transition. My good wishes to all those who are engaged in pursuit of academic excellence.

'Arivoli–2023' excudes professionalism of contributors and editorial body alike.

Best wishes to the AWES Family.

"Jai Hind"

Station : New Delhi Date : 28 Feb 2023 (PS'Shekhawat) Lt Gen DG DC&W



MESSAGE Managing Director



Maj Gen R K Raina, SM, PhD (Retd)

I extend my sincere gratitude and best wishes to all the Schools & Colleges, their Management, Heads & Principals, Teachers, Staff and Students, who have put in dedicated hard work in sports, scholastic & co-scholastic fields to uphold the pride of their institutions and the AWES.

All, who have contributed to both, literary and artistic flavor of ARIVOLI 2023, deserve accolades for the quality. I thank one and all for making this edition of AWES magazine enriching and engaging. I am sanguine, that the Magazine would provide a good insight into the activities undertaken at our educational institutes, as well as spotlight on select themes of discussions in the education world today.

Wishing you all 'Happy Reading'

"Jai Hind"

Station: New Delhi Date: 01 Apr 2023

(R.K. Raina) Maj Gen (Retd)



THE EDITOR'S DESK



Col Himmat Singh (Retd)

Dear Reader,

It is my proud privilege to present 2023 Edition of 'Arivoli', which has been published with themes of "India's G-20 Presidency" and "Mental Health and Well Being". The magazine features topical, interesting and informative content. Army Welfare Education Society is indebted to array of wordsmiths and creatives who have contributed rich literary and professional inputs in the form of nuggets to essays.

The year gone-by kept us engaged in bridging pandemic impacted learning gaps and realigning the eco-system as per NEP - 2020. These areas continue to be "work in progress". The thought that "cause gives birth to its creator" is assuming more relevance than ever before. Academia and Gen 'Y' require enough wisdom to read the writings on the wall and prepare well; tech-enabled 'knowledge capital' will rule the world in future.

Accolades for one and all for their high-fidelity and industriousness - Raison d'etre of successful release of this edifying spectacle. I am sanguine that every reader will savour the flavour.

"Jai Hind"

Station: New Delhi

Date: 01 Apr 2023

(Himmat Singh) Col (Retd)

hejamel

AWES INITIATIVES

PROGRESS & CONSOLIDATION

THE AWES TEAM



From Left to Right:

Col Pritpal Chandel (Retd), Dr RS Panwar, Col Navin Maggo (Retd), Col DS Suhag, SM, VSM (Retd) Maj Gen RK Raina, SM, Ph. D (Retd), Col Himmat Singh (Retd), Col SA Warty (Retd) Col Pradeep Kumar (Retd), Dr Bhawna Taragi, Mrs Shyda Rana



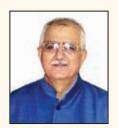
AWES IN PURSUIT OF NATION BUILDING

The future of our country depends on our ability to provide universal and quality education to our youth to build reckonable 'Knowledge Capital', which yields optimum growth of self, society and the Nation. In its 40th year, AWES with student strength of 3.5 lac, from the Foundational to the College level, realigns its mission with the national mandate, as enshrined in National Education Policy (NEP 2020) to provide enabling learning environment with empowered faculty and required infrastructure.

The NEP 2020 envisions remodeling of entire Indian education eco-system by 2040, with systemic reforms impacting education from pre-primary to college level ensuring access, equity and inclusion for all citizens. AWES, during the last three years, has taken conscientious, informed and focused steps to transform the educational landscape of its constituent schools & colleges through various initiatives that address learner variability, infrastructural & technological upgradations, faculty training on innovative pedagogy & competency-based learning, building scientific temper, vocation and skilling for life.

AWES has taken serious note of Early Childhood Care & Education (ECCE) Curriculum and the NEP 2020 guidelines on Foundational Stage. Accordingly, Restructured Administrative & Curriculum Manual (Pink Book) for Pre-primary Schools (APPS) has been released by AWES in 2021. Faculty Development & Research Centre (FDRC) has conducted training through webinars during 2021-22, to train Cluster Level Master Trainers of APPS & Primary Wings of Army Public Schools (APSs), who in turn trained the faculty in their clusters. This was followed up with, 'on ground implementation' of the curriculum, on reopening of schools in 2022, post the pandemic. The feedback received has been indicative of the aptness and articulacy of the restructured curriculum in addressing the domain specific readiness of young learners, use of innovative pedagogy to nurture Foundational level Literacy & Numeracy (FLN) and seamless transition to the Preparatory Stage. The APPS Restructured Curriculum is fully aligned to the National Curriculum Framework for the Foundational Stage (NCF FS), released by the NCERT in Oct 2022. Foundational Stage teachers and students are expected to immensely benefit from this comprehensive teacher resource (Pink Book -Volume II).

Identification and supporting the Children with Spl Needs (CwSN) in APS & APPS has been a key focus area of AWES during the last three years. The



Maj Gen R K Raina, SM, PhD

framework for 'Early Identification & Intervention' for developmental delays and disabilities at schools and faculty training at the Pre-primary & primary level received special impetus during 2022-23. Training of Faculty at all levels on inclusive pedagogy and classroom practices was also one of the training objectives achieved during the year. The appointment of Special Educators & Counsellors and establishment of Resource Rooms at all APSs, along with extensive faculty training at FDRC/School level, through a shared vision, commitment and resources sharing brought success to our mission. Inclusive Education is a 'work in progress' with tailor- made personalized education plan for each CwSN. Not with standing the challenges of lack of cross-disability rehab professionals and nonavailability of rehab professionals at remote locations, we intend to move ahead by leveraging technological solutions. All CwSN will be hooked to a centralized pool of Special Educators and faculty will be trained on Indian Sign Languages. Digital profile of all students will be created to facilitate seamless and continued support through station to station transition. These interventions, when completed, will ensure efficacious implementation of support to CwSN. Introduction of skill subjects, as an option for students with learning challenges at the secondary level, should aid them in achieving the goal of mainstream education.

NEP 2020 highlights the need to identify and nurture the 'Gifted & Talented Students' through advance and accelerated learning programs. To prepare these young minds for research and innovation, supernumerary seats at institutes of Higher Education and scholarships need to be provided. In consonance with the same, AWES implemented the Gifted Education Program for Class 5 & 6 students at 15 Pilot Project schools, in collaboration with the National Institute of Advance Studies, IISc Bengaluru. Almost, 5. 2% students of Cl 5 & 6 from these schools were identified as 'Gifted' in various domains. This deduction matches the national and international prevalence rates and reiterates the need to develop specialized support for such students. We plan to expand the program in phases, to develop a customized and sustainable framework for APSs.

AWES has been in the fore front of implementation of NEP2020. A large number of initiatives have been undertaken during the last three years. It is a matter of pride that five initiatives of AWES have been selected as part of '75 Initiatives towards Nation Building by the Indian Armed Forces'. The initiative of Technology upgradation, Gifted Education, Teachers' Training, Inclusive Education & Skill Subjects and adoption of Government/Government aided schools have been covered under PM e-Vidya, DHRUV-PM Innovative Learning Programme, STARS project, Samagra Shiksha and Vidyanjali Project. A brief on each project followes.

PM e-VIDYA YOJANA

Aligned To. In line with the Govt initiative, 'PM e-Vidya Yojana', Indian Army has undertaken the mission to ensure usage of digital platform to provide students & teachers, a multi-mode access to digital learning through out all Army Public Schools (APS) spread across the Country.

> Brief of the Initiative.

- During lockdown, online mode of Teaching-Learning (TL) was ensured even in the schools located in remote areas with limited internet range.
- Currently the schools are in the developmental stage of Hybrid mode of TL.
- All APS have a common digital School Management System (SMS) for maintaining uniformity on admin & academic assessment domain.
- All APS have digital classrooms and well equipped computer labs. Some schools have Digital Libraries, ATAL TINKERING Labs, Robotics, Coding, AR & VR enabled Labs.
- An upgraded version bespoke SMS & Learning Management System (LMS) are in the developmental progressive stage.
- ➤ **Future Plans.** Developing a LMS dedicated to our schools will be a quantum leap in digital accessibility for effective TL process. It has been planned to be developed in the forthcoming academic session.



Students at work in AR-VR Lab in APS Barrackpore



Distance Detector created by Students under ATL Project at APS Meerut

DHRUV-PM INNOVATIVE LEARNING PROGRAMME

- > **Aligned To.** In line with the Govt Initiative of DHRUV-PM innovative learning Programme, the Indian Army has undertaken the Gifted Education Program in identifying and nurturing the Gifted students studying in Army Public Schools.
- ▶ Brief of the Initiative. Students who are high potential learners in Science & Technology, Mathematics, Languages, Social Leadership and Fine Art are provided Advance Learning opportunities through Project Based learning, to foster innovation for the larger purpose of nation building. As a part of this initiative, Advance Learning Centres have been established at 15 Pilot Project APSs in collaboration with the National Institute of Advance Studies (NIAS), IISc, Bengaluru. Workshop for the nominated teachers of Pilot Project Schools is under progress at Faculty Development & Research Centre (FDRC) Delhi, in collaboration with NIAS from 15 to 17 Mar 2023.
- Future Plans. Develop a Common framework of the Advanced Learning for the Gifted, build general as well as domain specific capacity of the Army Schools for sustainable implementation of the program and develop mentoring networks on diverse academic & non-academic domains.



A glimpse of the NIAS Gifted Education Programme at FDRC (15 Mar 23)



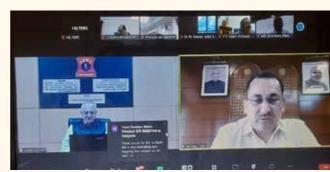
Advance Learning Centre at APS, Jalandhar

STARS

Aligned To. Under STARS- Strengthening Teaching-Learning and Results for States, a Project run under the MoE, School Education Deptt, the Indian Army has aligned to the project for teachers training of Army Public Schools (APS).

> Brief of the Initiative.

- Faculty Development Research Centre (FDRC) at HQ Army Welfare Education Society Delhi has trained teachers of schools under its aegis in Foundational Literacy & Numeracy and ensured usage of PARAKH- Performance Assessment Review and Analysis of Knowledge for Holistic Development through NCERT & CBSE
- Principals of all APSs were briefed about various Govt schemes including STARS by Secy, CBSE, Delhi
- Senior Professors of NCERT have been engaged for creating awareness of Govt initiatives and ensure implementation across the spectrum.
- Benefit. The initiative has boosted up the Professional competency of teachers by providing access to the pedagogical & Assessment tools which ultimately improves the teaching learning process and benefits the students.
- ➤ Timeline/Future Plans. Implementation of the project in all APSs would be completed during Academic Session 2023-24.



Secretary, CBSE was invited for an interaction with 136 APS Principals on Education related Govt initiatives on 25th July 22



A glimpse of the training programme at FDRC on Foundational Literacy & Numeracy 27 June 22

SAMAGRA SHIKSHA

- Aligned To. In line with the Govt Initiative of Samagra Shiksha Abhiyan, the Indian Army has undertaken the implementation of Inclusive Education and working on introduction of maximum possible skill subjects in Army Public Schools (APS).
- ▶ Brief of the Initiative. No denial of Admission policy for children with special needs (CwSN). All APS have created accessible infrastructure & Resource Rooms for CwSN. Special Educators and Counsellors have been employed at all APS. 6000 teachers have been trained in Inclusive Education practices since 2020. A common set of 11 skill modules in VI- VIII std, 12 Skill Subjects in X std & 13 Skill subjects in XI-XII std have been identified and proposed to be implemented from Academic Year 2023-24.
- Future Plans- Ensuring Digital Pedagogy, Assessment & UDID Certifications for all CwSN. A standard set of common skill subjects for all APSs will be implemented from the Academic Session 2023-24.



Inclusive Education Resource Centre at APS, Ayodhy



CwSN participating in Sports Day at APS, Jammu



VIDYANJALI PROJECT AT ARMY PUBLIC SCHOOLS

It is an initiative undertaken by the Ministry of Education with the aim to strengthen schools through community and private sector involvement in schools across the country. Volunteers can participate in coscholastic services/activities in government schools with relevant knowledge and skill set and bridge the knowledge/ skill/human resource gap in the institutes. In line with this initiative, all Army Public Schools were encouraged through Commands to adopt at least one government/government aided school for hand holding in a school service/ activity. All APSs have registered on the Vidyanjali portal and have adopted 179 government/ government aided school in their vicinity. Areas requiring assistance have been identified and initial work in this regard has already begun. The areas of assistance are as follows:-

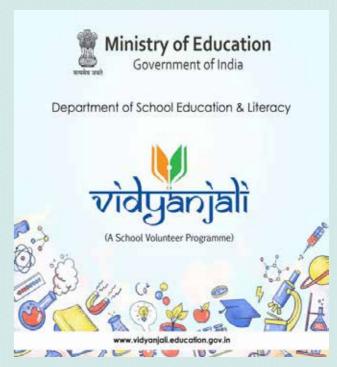
- (a) Soft skill development including cross visits by teachers and volunteer parents.
- (b) Teachers training specially developing literacy and imbibing technology to drive teaching and learning of experience.
- (c) Exposure of staff and children of the mentee school to various AWES initiation such as Inclusive Education, Gifted Children Programme, Building of Scientific Temper (ATL, Space and Mathematics Labs etc) and Art Integration.
- (d) Joint participation in sports, debates and extra co-curricular activities.
- (e) Exposure to skill integration, project based and technology aided learning.
- (f) Sharing of best practices and hand holding through use of digital resources.

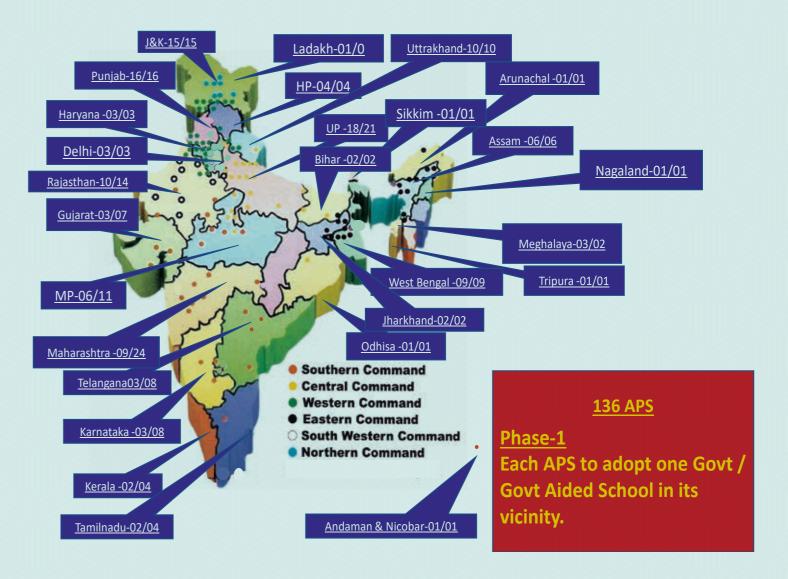
STATE WISE DETAILS OF SCHOOLS: VIDYANJALI SCHEME

SI. No.	States	No. of APS	No of Schools Adopted
1	Andman & Nikobar	01	Nil
2	Arunachal Pradesh	01	01
3	Assam	06	06
4	Bihar	02	02
5	Delhi	03	03
6	Gujrat	03	07
7	Haryana	03	03
8	Himachal Pradesh	04	04
9	Jharkhand	02	02
10	J&K	16	15
11	Karnataka	03	08
12	Kerala	02	04
13	Mandhya Pradesh	06	11
14	Meghalaya	03	03

SI. No.	States	No. of APS	No of Schools Adopted
15	Maharashtra	09	24
16	Nagaland	01	01
17	Odisa	01	01
18	Punjab	16	16
19	Rajasthan	10	14
20	Sikkim	01	01
21	Telengana	03	08
22	Tamil Nadu	02	04
23	Tripura	01	01
24	Uttar Pradesh	18	21
25	Uttarakhand	10	10
26	West Bengal	09	09
	Total	136	179

:	SUMMARY: VIDYANJALI SCHEME					
SI. No.	States	No. of APS	No of Schools Adopted			
1	Southern Comd	30	75			
2	Eastern Comd	23	22			
3	Western Comd	31	31			
4	Central Comd	26	26			
5	Northern Comd	12	12			
6	SW Comd	13	13			
7	A&N Comd	01	-			
	Total	136	179			





ARMY WELFARE EDUCATION SOCIETY ARMY WELFARE EDUCATION SOCIETY 15

The Draft National Credit Framework (Sep 2020) is being viewed as a 'reflection of the aspirations' of the Indian citizens with a unified approach across the education and skilling frameworks towards building a credit-based educational landscape in the country. It is imperative that we relook at our processes in the Army schools & colleges for introduction and recognition of vocational education equivalent to scholastics, multi disciplinary & holistic education, multiple entry/ exit pathways & internationalization of education to make studies more transparent, flexible and provide skilled manpower for the global marketplace. It is also essential to 're-engineer' and 're-design' our approach to education, in order to develop academic, vocational, digital and employability skills along with socio-emotional competencies.

The G20 Presidency of India has brought us at par with the global best and has boosted the educational aspirations of our youth. AWES is committed to provide enabling opportunities to our students to discover unique learning solutions, develop competencies to communicate, collaborate, share and build a thriving global community of individuals rooted in Indian values & ethos, while being acutely skilled for success in this volatile, complex and digitalized world.

We have made a beginning. No dream is too big with the cooperation and collaboration of all stakeholders.

AWES OJECTIVES								
2020-21	2021-22	2022-23						
Primary Education Seamless Transition, Pedagogy Reorientation at Foundation Level	 Gifted & Skills Development. Hobbies, Skill modules & Subjects. 	Compensatory learning mechanisms in identification & bridging academic gaps. Assessment & evaluation aligned to NEP 2020						
Inclusive Education Advocacy, Early identification, intervention, hiring special educators & Counselors and develop IE resource	 Scientific Temper - Innovation & Technology ATL/AI, Space Labs & Science Olympiads. 	Empower Faculty - critical thinking & implement Competency Based Education						
rooms	Art Integration.With curriculum.	Skill development in tune with National Credit Framework (NCrF)						
Tech & Automation Digital Platform, ICT based Training, Teachers & utilise Army Sports		Reinforce sports & co-scholastic activities						
Last mile E connect-close feed back loop	Nodes.	Innovation & building scientific culture						
Issues with MHRD/MoD Re-affiliation, RTE & Languages Schools Regularization Legal and Land cases	Human Resource. Revisit Terms & Conditions Broad base API & awards	Medical Check & Record. Early Intervention Centres for CwSN						

WAY FORWARD (2023 - 24) SCHOOLS COLLEGES ► Post survey, Multidisciplinary Higher Education ► Restructuring – Cost effective merging/ decongest Institutions (MHEIs) 2026-35 25 high pressure schools. ▶ infrastructure upgrade and doubling capacity 2023-26; ▶ Upgrade Academic & infrastructure, skills, NCF, address faculty issues. Gifted, SAFAL, CBE and SQAA. Upgrade sports infrastructure, especially of Residential schools. ▶ Impetus to resolution of legal cases. ► Financial planning including Income Tax issues and ▶ Resolution of land issues of colleges and lease cases of explore CSR funding. ▶ Decentralization of training (incl 50 hours CPD). ▶ Modernization of AWES HQ, FDRC & Hostel. ► Implement HR practices including transfer clause and maximize in-house talent.



Dr. RS PanwarAddl Director (Acad)

ACADEMICS & FDRC

NEP 2020 has become the baseline document for the ongoing academic reforms in the Education System through Ministry of Education (MoE), NCERT & CBSE via introduction of NIPUN Bharat-National Initiative for Proficiency in Reading with Understanding and Numeracy, FLN - Foundational Literacy and Numeracy, replacement of CBSE's OSAMS -Online School Affiliation and Monitoring System by SARAS- School Affiliation Re-Engineered Automation System, National Curriculum Framework for Foundation Stage 2022, SAFAL - Structured Assessment For Analyzing Learning, SSSA - State School Standard Authority, SQAA-School Quality Assessment Assurance and the Draft National Credit Framework (NCrF) under the chairmanship of Prof Jagdesh Kumar, University Grants Commission & Nirmaljeet Singh Kalsi, Chairperson, National Council for Vocational Education & Training and high level officials of MoE, MSDE, DoHE, NTA, AICTE, NIOS, UGC, CBSE. IITs. IIMs. Universities & HEIs. NCERT is under the process of developing New National Education Framework for Preparatory, Middle & Secondary stage. Owing to such an Educational Renaissance, a huge responsibility lies on the shoulders of Edu-Leaders and chairpersons of the Educational Institutes to align with the academic expectation at par with the post NEP 2020 Education Departmental guidelines. Hence, the Academic Vertical of HQ, Army Welfare Education Society(AWES) is committed to guide the school Principals and teachers in latest pedagogy as emerged from these factors.

Operational Support to schools: By coordinating with senior officials of CBSE at regional and central level, issues faced by Schools like registration of students in IX-XII std, affiliation, OASIS & SARAS portal compliances have been resolved for smooth functioning of schools. Hand holding for compliance to intra organizational rules is done as per need. Coordinated with CBSE to on board maximum schools into CBSE's SAFAL Pilot Project in Feb 2023. Resulted in 73 APSs were selected by CBSE for the Pilot Project involving V and VIII Std.

Study Groups for Standardization: In order to cater to the needs of the frequently moving student population, standardization in the following has been done through the study groups involving Principals & teachers from different Army Public Schools. Following study groups were constituted and driven by AWES Academic team:-

- (a) **Study on NCrF 2022 Draft-** The study team consisted of Principals of APS Ranikhet , Golconda, Udhampur, Tezpur & Pathankot. The team analyzed Draft National Credit Framework-NCrF 2022 and recommend its applicability to APSs.
- (b) Month wise Syllabus Coverage- Key Members of Study for Syllabus Bifurcation were - For Foundational Level (Classes Preschool 1 to Class 2) -Principals of APS Clement Town, & Yol Cantt, Primary wing HMs of APS Noida, Mumbai & Dighi and Heads of APPS Ambala, Bolaram & Lucknow. For Preparatory Level -Classes 3-5 - Principals of APS Basista & Ambala, Primary wing HM of APS Dhaula Kuan, Narangi, Ambala , Meerut & Lucknow LBS. For Middle Level (6-8) - Principals of APS Secunderabad & APS Lucknow LBS and Vice Principals of APS Bangalore (ASC) & Chennai. For Secondary Level (class 9-12) -Principals of APS Kolkota & APS Kolkota and Vice Principals of APS Chandimandir & Hisar. All team members engaged the subject teachers of their respective schools. It was a herculean task which was accomplished by these schools. Finalised syllabus bifurcation has been shared with all APSs & APPSs to be followed meticulously for all classes Nursery
- (c) Standardized Holistic Report cards- Team Leaders of each group engaged the teachers of APS Chennai, Trivendrum, Ambala Cantt & Jalandhar. For classes 1- 2, Primary Wing Coordinator, Chennai led the team. For classes 3-5, the team leader was Primary Wing Coordinator, Trivendrum. For classes 6-8, Vice Principal, Ambala led the team. For classes 9-10, the team leader was the Principal, Jalandhar. For classes 11-12, Principal, Chennai led the team. Based on the guidelines of CBSE, Standardized Holistic Report Cards have been worked out for all levels (I-II, III-IV, VI-VIII, IX-X & XI-XII) by the respective Study Groups.

(d) Blue Print of Question Paper-The Study Group for Blue Print of Question Papers consisted of Principal, APS Meerut, Head Mistress Roorkee-1 and Primary Wing Coordinator Gwalior for classes 1-2. For classes 3-5, Head Mistress Mumbai & Primary Wing Coordinator Delhi Cantt. Both the teams for classes 1-2 & 3-5 were led by Principal APS Meerut. For classes 6-8, the Study Group was led by Principal, Lucknow (NR) and her team members were Secondary Coordinator, Mumbai, Sr Coordinator, Chandimandir & Coordinator, Gwalior, Blue Print of Question Papers for Half Yearly & Annual Exam for classes 1-8 have been worked upon & finalized for uniformity of the Question paper pattern among all APSs, whereas for classes 9-12, the blue print of Question paper as released by CBSE would be used as such. CBSE class 10 blue prints of question papers for all subjects will be applicable for class 9 as well, similarly, CBSE class 12 blue prints of question papers for all subjects will be applicable for class 11 as well.

CBSE-SQAA: In order to improve the overall school functioning, CBSE has developed SQAA-School Quality Assessment and Assurance framework which would help in monitoring the identified outcomes at all levels and across all spheres of school education. SQAA is based on 7 domains, 47 sub domains & 81 standards. Seven APS Principals & Addl Dir (Acad) AWES HQ have undergone CBSE's 'Master Trainer' Level training in SQAA for ensuring quality functioning of Schools. This set of Principals will now guide rest of the Principals to implement CBSE's SQAA process in their respective schools for quality functioning of schools.

FDRC Training 2022-23:

(a) One the most important component for the overall growth of the organization and that of an individual is the in-service capacitation & training. NEP2020 has given a due emphasis on apt Continuous Professional Development (CDP) for teachers & Principals. Accordingly, CBSE has brought in relevant amendments in the Affiliation bye laws 2018. As per these amendments which are aligned to NEP 2020, every teacher and Principal of a School needs to undergo minimum 50 hours of CPD. Out of these 50 hours, 25 hours of training has to taken up through a Government body like CBSE, SCERT, NCERT etc. whereas remaining 25 hours of training may be conducted through other bodies as suitable to the schools. Faculty Development & Research Centre (FDRC) caters to the training needs of APS, APPS &

ASHA schools. During 2022-23. FDRC training webinars/workshops are planned on the basis of latest Departmental expectations, NEP, NCF and NCrF which are in line with AWES objectives & AWES initiatives. Training needs at FDRC are decided based on the feedback received from the ongoing participants and schools. Schools are motivated to depute the trainees as per individual needs of the teachers.



Anurag Tripathi, IRPS, Secretary CBSE Delhi addressed APS Principals for the initiatives taken up by CBSE to align with NEP 2020 and motivated them to be proactive towards implementation of latest CBSE initiatives to enhance Quality Education at Schools.

(b) In addition to the pedagogy of core subjects, every webinar/workshops conducted by FDRC focused on NEP 2020 recommendations & CBSE policy-based agendas like SAFAL (Structured Assessment for Analyzing Learning), competency-based Education & Assessment and AWES initiatives like Inclusive Education, Skill development Scientific Temper & Cyber Safety.



To create an awareness towards Juvenile Justice Act & POCSO Act, specialized Resource Persons of the field like Vidushi Jain, Criminologist, Project CACA (Children Against Child Abuse) were taken on board.

Due weightage has been given to orientation of Principals & teachers for imparting Skill Education. Dr RP Singh, Joint Secretary, Skill Education, CBSE



Delhi took a session to guide the teachers on 10 Aug 22 for Skill Education, Skill subjects and qualifications required for recruitment of Skill teachers.

Special sessions conducted for sharing of best practices by teachers. Some sessions are driven by the participant themselves, wherein they discuss about the challenges and solutions in the day to day working. Sports & Arts integration is emphasized. Dr G Kishore, Principal, Sports Authority of India, LNCPE.

Piyush Dubey, Tokyo 2020 Olympics Bronze Medalist Hockey Coach, Indian Men's Hockey Team, Sports Authority of India took session for the Physical Education Teachers of APS on 18 Aug 2022.





Dr Pushkar Vohra, Director, Centre of Excellence, CBSE Delhi took session on Effective School Leadership for APS Principals.



Inception Programs were conducted for newly recruited Principals. Special webinars & workshops were conducted on Giftedness. Principals, Vice Principals, HMs, Teachers of APS, APPS & ASHA schools have been trained.

ASHA School Principals in action during an Hands-on activity at FDRC in April 22.

S.No	Category	No of Wksp Webinars
1	Principals & Primary Wg HMs APSs	3
2	Principals APPS	1
3	PGT	6
4	TGT	4
5	PRT	5
6	IE Implementation in APS	4
7	Gifted Edn Pgme	1
8	APS & APPS Teachers	6
9	Physical Wksp on School Leadership & on IE for APS & APPS PRT	10
10	Asha School Special Educator/ Principal	1
11	Librarian	1
12	Physical Teachers PGT/TGT	2
	Total	44



				No of V	Webinars	/Wksp				Pa	articipan	ts	
S.No	Month	APSs	IE in APS	APS & APPS	APPS	Asha	Total	APSs	IE in APS	APS & APPS	APPS	Asha	Total
1	Apr-22	2		2			4	689		564	262		951
2	May-22	1	1		2	1	5	119	61		99	57	275
3	Jun-22	1			2	1	4	36			96	30	162
4	Jul-22	3	1				4	374	70				374
5	Aug-22	4					4	585					585
6	Sep-22	3	1				4	620	114				620
7	Oct-22	2	1				3	596	246				596
8	Nov-22	4					4	873					873
9	Dec-22	4					4	531					531
10	Jan-23	1	3				4	372	458	342	428		800
11	Feb-23			3		1	4	359		1003	644	66	1069
	Total	22	6	5		1	44	5154	949	1909	1529	153	6836

FDRC Training Summary

To impart high quality training to its trainees, FDRC ensures Resource Persons from NCERT, CBSE, ISRO, CoEs, Delhi University, Free Lancer, Research Professionals, Scientists, Astronauts etc. Apart from occasional Resource Persons, AWWA members, high level officials like Chairman of CBSE, there are 113 Resource Persons on panel with FDRC. Principals & teachers of APSs trained through NCERT & CBSE are also on board.

THERE IS NO AGE BAR TO LEARNING, LET'S KEEP SHARPENING OUR SAWS.

A CONSOLIDATION REPORT ON PRIMARY WINGS OF ARMY PUBLIC SCHOOLS

"The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- ► According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3
- ► Promoting multilingualism and the power of language in teaching and learning;
- ► Developing life skills such as communication, cooperation, teamwork, and resilience;
- ► Strengthening focus on regular formative assessment for learning. NEP 2020. "
- **1. Background.** FDRC conducted two webinars to collate an understanding of the best practices in various commands through two webinars held



Ms. Shyda Rana Senior Faculty, FDRC

from 19 to 23 Dec 2022 and 26 to 30 Dec 2022. The schools also sent progress reports covering the areas on implementation of practices adopted for seamless transition and implementation of (Vidya Pravesh), foundational level changes, developing literacy and numeracy skills in class 1 and 2 as per NIPUN Bharat, report card and preparation for SAFAL, preparation for NEP 2020 implementation, report on Primary Teacher's Continuous Professional Development and System of Feedback, monitoring and evaluation mechanism in primary wing. All 136 Army Public Schools have taken NEP implementation into letter and spirit by adopting various practices in

accordance to NEP 2020. Promoting seamless transitions APS across have implemented interaction between APS and APPS teachers, parental orientation, virtual and real on school visits, discussion on pedagogies and syllabus. The thrust on developing Foundational Literacy and Numeracy skills in primary learners are documented by the use of activity based learning strategies, use and creation of teaching learning materials, use of digital resources, programmes like DROP, library resources, storytelling sessions to enhance these skills. Keeping in view SAFAL the APS at the primary level are working on building primary teachers competencies towards competency based questions and many schools have trained their teachers in competency based learning through CBSE programmes. The report from all commands on the Continuous professional Development(CPD) of teachers is positive as maximum APS are conducting teachers' skill enhancement through in-house training, outsourcing, CBSE and FDRC training and digital portals like DIKSHA and NISHTA. Monitoring and feedback are based on school devised strategies.

- 2. Implementing Curricular Changes in Primary Classes as per NEP 2020. At the same time headmistresses, headmasters and teachers of primary wings shared their learning experiences and best practices with others. These are as follows: -
 - (a) Mr Deepak Yadav HM APS Babina, covered inclusive education status, activity based learning and life skills practices.
 - (b) Ms Shikha Sharma, APS Bhopal covered aspects of curriculum, pedagogy, infrastructure and practices.
 - (c) Ms NeelimaTomar, HM APS Gwalior explained practices like gifted education, Tabbie Maths, ATL Labs, coding and seamless transition.
 - (d) Ms Qurrat Gundagi, APS Kirkee presented strategies promoting critical thinking and Inquiry Based learning.
 - (e) Ms Charanjeet Kaur, APS Pathankot presented different games in Foundational Literacy and Numeracy (FLN) like Spell Chain activity, Matrah ki Yatra, Role play in Maths, class lab activities and parental support groups.
 - (f) Ms Nisha Anand, HM APS Ferozepur emphasized a change in timetable to include work education, Yoga and Joyful learning stories, rhymes, art & craft, music, phonic trainings and Maths park.

- (g) Ms Shallu, CPW APS Jalandhar shared 17 Hobby classes in Primary Wing, FLN strategies, lesson plans changes and Health & hygiene practices.
- (h) Ms Pratibha Garg, APS Delhi Cantt shared curricular adaptations implemented for children with special needs (CwSN) and integrating concept mapping, seamless transition, FLN, competency based assessment, HOTS design, error analysis and rigour analysis and lesson planning.
- **3.** Restructuring Foundational Level Training (Preschool to CIII) Addressing Issues, Challenges and Finding Opportunities. Some of the best practices on foundational level training were shared by various headmasters, headmistresses and teachers and are covered below: -
 - (a) Ms Manisha Godara, HM, APS Dighi spoke on the subject of seamless transition practices and challenges of managing large student ratios. She shared her school's practice of good assessment techniques and games such as "Akshar Boloh" for reading skills and STEM Labs.
 - (b) HM APS Pune, Mrs Rupali Srivastava shared challenges related to low internet connectivity, need for more audio visual aids, undiagnosed learning disability, frequent change of schools especially at foundational stages impacting learning, handling inclusive classroom by teachers and parents mindset to enable learning beyond prescribed books.
 - (c) APS Noida highlighted post pandemic learning challenges and emergent gaps and gave solutions of creating stress free environment, revisiting pre primary syllabus, targeting individual competency levels, remediation, Special PTMs and buddy systems in learning. Ms Seema Sandeep presented innovative strategies to improve primary teaching learning processes.
 - (d) Ms Anju Sharma, APS Shankar Vihar shared successful implementation of the Vidya Pravesh and parental orientation for seamless transition's.
 - (e) Ms Misha shared best practices of APS Gurdaspur, Tibri.
- 4. Sharing Schools Best Teaching Practices Developing Literacy and Numeracy Skills in class I and II as per NIPUN Bharat. Some of the best practices shared are as given below: -
 - (a) APS Jhansi shared practices on developing literacy and numeracy skills and parents engagement.

- (b) Ms Sarita Kulkarni APS Khadakwasla represented ELPS approach for developing Literacy Skills and for numeracy the cylindrical Multiplication model was highly appreciated.
- (b) Dr Deepti Prabhakar HM, APS Ambala shared interactive techniques like activity based learning, toys and experiential learning, ICT for storytelling and peer learning.
- (c) Ms Anupreet Kaur HM APS Amritsar shared Vidya Pravesh strategies. Through play, ABL, story telling, Maths activities, personal hygiene and videos inculcating basic life skills and good learning habits.
- (d) Ms Supinder kaur CPW BD Bari explained school practices seamless transition interaction programme with pre-primary and primary teachers, parents orientation, literacy and numeracy skills strategies through games, art and other themes.
- **5. Sharing School best practices for promoting Reading Habits.** Some of the best practices shared in promoting reading skills are as follows: -
 - (a) Ms Bindu Tamang, HM APS Kalimpong presented DEAR-(Drop Everything and Read) for promoting reading habits and writing book reviews and summaries. Their Library Book Club was well equipped with e-books, audio-video books, Kindle, online books.
 - (b) Ms Azra Ahmed HM APS Shillong presented using Quotes on walls for reading and role of language teachers incorporating phonetics, sight words spellings, word games story reading, library trips, newspaper reading, comprehension, library clubs and book review competitions.
 - (c) MS Sonia Chand, CPW, APS Tenga impressed upon" Reading as a passport to success". She added post covid practices to integrate activities, music, role play into reading and setting English language lab and reading corners.
 - (d) Ms Gayatri Upadhyaya APS Happy Valley Shillong shared news reading by students, recitations, read aloud activity, storytelling, dictionary activity, group reading and puzzle solving activities to promote reading skills.
 - (e) Ms Archana Wali CPW APS Jammu Cantt talked of Ee-library, news papers and creating mini libraries in the classes.
 - Ms Kamini, APS Janglot shared interesting practices like reading Regalia, Activity named

- AWAD (A Word a Day) promoted by CBSE, RELODY (Reading with Melody), scavenger hunt, readathon, participating in CBSE Reading challenges. This was reaffirmed by Ms Minti Bhatia, CPW, APS Lucknow (SPM) who shared participation in CBSE 100 days of reading challenge, DEAR (Drop Everything and read), Readathon, Classroom library culture, school magazine and newsletter displays. Further, Ms Sapna Rai, CPW APS Clement Town, Dehradun shared DEAR programe and BALA (Building as Learning Aid) used in classroom. They had a radio centre at FM APS: Awaz se DilTak (FM 92.5).
- (g) Suchitra Raina, CPW APS Kaluchak promoted usage of library, book reviews and story telling.
- (h) Ms Mridu, APS Kandrori shared inculcating reading habits from morning assembly.
- (j) Ms Manju Das, CPW, APS Agra promoted FLN and Vidya Pravesh activities to bridge the Covid led learning gaps. They practiced DEAR program and participated in CBSE 100 days reading challenge program.
- **6. Alternatives for Homework.** APS Bengdubi represented by Ms Mili Chowhdhary and Ms Channa Mazumdar, brought out the need to change the context of home work to "Home Plans" and "Home Activities".
- **7. Building Scientific Temper at Primary Level.**Some of the best practices shared in the building scientific temper are as given below:-
 - (a) MsSwagataBhowmick,CPWAPSBarrackpore, Ms Nargis Basu CPW and Ms Kusum Chhetri, APS Binnaguri gave detailed presentations on the modalities for school practices in nurturing scientific temper through hands on activities and experiments, participation in scientific exhibitions, practice of Inquiry based learning.
 - (b) Ms Ashima, CPW APS Kapurthala engaged in students visits to Science Centre Kapurthala and visits to Solar plants. Ms Indu Saini, CPW APS Madhopur shared students visits to Science parks, Mathematics Park and ATL Labs.
 - (c) Ms Asha Randhawa CPW Miran Sahib showed integration of real life scenario, peer to peer learning, use of project based learning nature walk, use of inquiry based learning and experiential learning.

8. Sharing School Best B Pactices for NEP 2020 Modification in Lesson Plans.

- (a) Ms Nisha Rai, HM APS Ranchi gave comprehensive presentations on lesson plan modifications in accordance to NEP 2020 guidelines and stressed the need for activities.
- (b) Ms Anchima Hazarika, HM APS Narangi gave a systematically planned presentation highlighting changes in lesson plans to incorporate innovative practices.
- (c) Ms Reena Sapro, CPW, APS Ratnuchak, and Ms Anita Sambyal CPW APS Samba presented various modifications in lesson plans.
- (d) Ms Alka Gupta APS Sangrur shared their school lesson plan format. Ms Anupama Marwaha, APSUnchiBassi, shared that Saturdays were usually kept for faculty meetings and discussion.
- (e) Ms Yukti Bali CPW APS gave presentation on school processes for lesson planning with teachers meeting on Fridays and Saturdays. They shared the new incorporations made in lesson plans as per NEP 2020, learning outcomes, arts, music scientific temper, inclusive education and experiential learning.
- **9. Best practices for Hobby classes.** Some of the experiences shared are enunciated below:-
 - (a) Ms Aparajita Bhowmick, HM APS Basistha shared meaning of Hobby and different hobby classes offered in the Primary like chess club, Eco Club, Art Club and Music Clubs.
 - (b) Ms Monalisa Das Hazarika, APS Tezpur shared students freedom to choose indoor and ourdoor hobbies.
 - (c) Ms Bimlesh Rai APS Darjeeling shared Yoga and origami activities.
 - (d) Ms Tenzing D Bhutia, HM APS Gangtok gave school practices in Taekwondo for self defense, Badminton, TableTennis, Chess, reading rooms and AR/VR rooms, teaching students to program robots also with Yoga for three days a week.
 - (e) Ms Meenakshi Sharma, APS Sunjuwan shared interesting activities like Future Foresight club (IT & AI), Innovation club with ATL, Art & craft club, Sports club, Music Club, Theatre, Literature club, and Nature/Eco Club.
 - (f) Dr Madhumita Darula, CPW APS Gopalpur shared the categorization of hobbies into aesthetic dimension and cognitive dimension and the organizing of hobbies in a more

- synchronized manner. They had photography, Social Awareness and Eco Club, Al & IOT club, Yoga and Dance Club, and often invited international Oddissi Dancer besides painting and Music Club.
- (g) Ms Neeta Chauhan HM APS Lucknow (NR) shared hobbies like calligraphy, clay modelling, paper quilling, puppet making, performing arts – dance, Indian music, western music. In sports; football, athletics and basket ball. nder Logical skills; computing and coding.

Sharing School best practices for Parental engagement in learning

Ms Vandana Kakkar, APS Udhampur shared detailed practices for parental engagement through PTM, SAMC, Google Form Data, Orientation sessions giving brief on academics, CCA. . Ms Cinny Francis, APS Srinagar shared practice of maintaining a daily diary at home to ensure productive use of time. Ms Ritu Thakur CPW APS Akhnoor presented need of parents for attending various school events, inviting volunteers to school, parental orientation to NEP 2020and engagement in vocational trainings. Ms Neeta Chopra, CPW APS New Cantt Allahabad shared practices for parental orientation, Health Check ups and involvement in Gifted Programme. Ms Anita Somvanshi, APS Bareilly presented school modalities for parental engagement, regular communication through Whats App, phone calls, text messages and Parent teacher meet. Ms Arti Jha, APS Danapur divided sections in various clubs activities and involved parents in various activities. Ms Aakriti Makheja, CPW APS Faizabad presented programme" Getting to Know your Child", Scheduled Home visits, exposure of parents to School resource centers and Virtual Resource Centers.

Practicing Assessment Tools and techniques in Primary classes 1-5

Ms Pooja Singh, HM APS RK Puram Secunderabad, covered different Assessment tools and Techniques used in Primary classes. Ms Jayashree, HMAPS Bolaram Secunderabad presented assessment practices of their schools. Ms Nishageeth VR APS Cannanore gave presentation on assessment and preparation for SAFAL Assessments. Mr Sarvesh, CPW APS Fatehgarh shared variety of tests like Reading skills test, Writing Test, Skills test, Written assessment samples for different subjects. He shared an 80 marks distribution for Summative marks and Subject enrichment areas of Co scholastic, Life Skills, Arts and Sports. Ms Alka Puri, CPW APS Hempur shared the usage of different assessment tools. Ms Mamta Singh, Hm APS Meerut gave an impressive presentation showing detailed

assessment formats used in their school ranging from use of Rubrics, portfolios, Question paper analysis for both Formative and Summative assessment. She has also presented as a master trainer in Assessment practices and Activities in the NCF foundational Stage webinars. Ms Naseema A Rehman APS Jabalpur No 1 & Manju Sharma, CPW, APS Jabalpur No 2 presented the different assessment tools used in the primary Wing.

Teachers Professional Development classes

Ms Avantika Singh HM APS Mathura shared trainings conducted in cyber bullying, mental health, Pocso, Al, FLN, Learning Disabilities etc. MsBazma Aftab CPW APS Kanpur explained the CPD data of their school with 533 CBSE trainings, 328 CBSE COE trainings, 59 courses on NISTHA and 39 webinars attended by FDRC, Teachers E portfolio was maintained. Ms Madhavi Jaiswal, APS Talbehet showed a CCA planner. Ms Neha Khanna, APS Old Cantt Prayag Raj shared data of FDRC, CBSE COE and inhouse trainings, usage of DIKSHA APP. . They conducted NUKKAD NATAKS to help teachers learn skills. APSKunraghat CPS Ms Alice Mathew presented the use of open Dialogue. Interactive sessions, exchange of ideas club activities and motivational lectures amongst teachers. Ms Saroja Vineeth APS MHOW shared that teachers had attended sessions on IE, Life Skills, Sports and Arts, Scientific Temper, APPS Restructured Curriculum and also sessions on NISHTA, DIKSHA and by CBSE COE. They had introduced Public Speaking and POCSO sessions, Ms Reeta Verma APS Ramgarh shared the training of PRTs in Vidya Pravesh. Ms Rachna Singh, CPW APS Ranikhet shared their quarterly CPD plans.

Sharing School best practices for Sports and Co curricular Activities

Mr Kuldeep Kumar CPW APS Nagrota gave an insight of school CCA calendar for classes 3-5, They shared efforts made to link CCA activity to the concept and mapping. Mr Kanwar Singh APS Rakhmuthi, an activity called "Khel Khelmein Padhoh". Activities are divided into different developmental domains. Ms Poonam Guta APS Dhar Rd practiced "concept of volunteers and voluntary service for social work in their schools. "Ms Seema Sah, CPW APS Almora shared their school was the recipient of the "Cleanliness Award" by DM. Ms Sudha Saini HM, APS Roorkee No 1 shared the importance given to sports and CCA in their school through Literary activities, Cultural & Social Activities, Maths Relay on Shri Ramanujan Birthday, Spell Bee, Show and Tell, No Plastic practices, mini sports day for classes 1 & 2, Heritage clubs, GK clubs, Eco clubs, 5 minutes aerobics before assembly and 2 hobby periods/week/class. Ms Nandini Singh APS Varanasi

shared the number of students awarded in various activities, Ms Sheila Rai, HM APS LBS Marg Lucknow stressed on physical development activities. She shared the class assembly schedule and school policy of NCLB-"No child left behind. "She shared the plans of the month wise interclass and interhouse competitions. Ms Hema RajGuru, CPW APS Gaya showed an excellent planner that captured the aspects of Skills/Values, Attitude, Logical thinking, and debates.

Best practices for integrating Art, story telling, theatre in Primary teaching Activities

Ms Latha V APS Bangalore, Kamaraj Rd showed Teachers recorded nursery rhymes. They invited SPIC Macay for performances and encouraged story telling practices. Ms Vijaya ND, APS PRTC Bangalore shared the use of Art experiences like drawing, painting, clay modelling, dance, theatre, bird houses. Ms Shantha Kumar, CPW APS ASC Bangalore shared ideas for Art integration, collage making, music, language activities, visits to art galleries, summer places, museum, brochure making puppet and mask making activities. APS Roorkee No 2 shared activities planned and SPIC MACAY group invites. Dorothy Bharti CPW APS Bhatinda shared school CCA activities. Ms Bimla Netra APS Bikaner presented concept of aligning activities to the subjects and Friday as a Bagless day, Promotion of green corridors and class magazines. Ms Monica Chopra APS Hisar presented integration of Local Arts and craft in the CCA activities, (eg Life on an envelope) and a special mention of the Haryana Heritage Museum was made. They also conducted street plays, hobby clubs, video editing clubs, mimes as best practices.

Preparing for National Assessment Survey (SAFAL) Primary classes 3 & 5

Ms Venmathi Srinivasan CPW APS Chennai gave an account of APS participating pilot for CBSE SAFAL programme. 106 Primary students of class 5 were taking the SAFAL Test in Jan 23. SAFAL called for a smart upgradation of the existing computers. Ms Harpreet, CPW APS Jodhpur gave an understanding of their school's planning and preparation for the forthcoming SAFAL exams in Jan23 with teachers focusing on the techniques of Problem solving questions and experiential Learning. Ms Neetu Yaday, APS Jaipur gave a detailed understanding and adaptive practices in preparation for SAFAL, Ms Rajani Sharma, CPW APS Alwar showed a very good implementation plan to ensure the smooth practice of SAFAL in their school. Ms Pemzi Chopra, APS Abohar shared the use of Math's App having riddles and puzzles by primary learners in preparing

for SAFAL. Ms Parminder Kaur, APS Faridkot shared the practices for FLN in strengthening practices for SAFAL. Ms Parveen Jaya, CPW APS Fazilka gave an understanding of SAFAL practices.

Best practices for Seamless Transition

Reshma Sultana, HM APS Ahmedabad encouraged the need to support students in class 1 by providing a home like environment, keeping monthly PTMs, Using "Navachar", Having modifications in Lesson plans. Mr Mohmd Altaf, APS Bhuj gave a very detailed presentation on seamless transition through planning meetings, inviting the preschool teachers and children to school. MsNaina Dhruv

Nasir, CPW APS Ahmednagar gave school practices like contacting the preschool teachers, maintaining Master note books, encouraging dialogue between APPS and APS Teachers. Ms Shikha Pethe, CPW APS Kota gave best practices for seamless transition. Ms RishuNarual, CPW APS Sri Ganga Nagar gave an excellent presentation on the school practices for seamless transition.

Best practices for Report Card in Primary Classes 1 & 2 and 3 to 5 presented by APS Chennai & APS Trivandrum, APSSuratgarh. Ms Pooja Sharma, APS Suratgarh presented a detailed format of the PW report card.

GLIMPSES' OF BEST PRACTICES IN APS

APS GOLCONDA: Story Telling Session
APS DIGHI: Promoting Reading Habits
APS BABINA: Building Scientific Temper
APS CHENNAI: Safety Awareness Mock Drills

APS YOL: School Familiarization on First Day in School

APS AMBALA: Teacher's Planning for together Seamless Transition

APS PATHANKOT: Interaction with APPS Teachers
APS SHANKAR VIHAR: Visit to the School Garden

APS JORHAT : Yoga for Well Being **APS NARANGI :** Cleanliness Drive

APS RANCHI: Visit to Cockerel Horse Riding School

APS BARRACKPORE: Parents Orientation
APS ALWAR: Developing FLN Skills
APS BATHINDA: Experiental Learning
APS AKHNOOR: Developing Scientific Temper
APS OLD CANTT PRAYAGRAG: Bagless Day

APS AGRA: E Library

APS BIRPUR: Visit to the Post Office

APS MEERUT: Physical Development Activities **APS LUCKNOW LBS:** Ganga Aguarium Visit

 $\textbf{APS GOPALPUR:} \ \mathsf{Maths Park}$









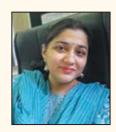


INCLUSIVE EDUCATION PROGRESS AND PROLIFERATION AT ARMY PUBLIC SCHOOLS

The NEP 2020 emphasises on equitable and inclusive education as the single greatest tool for achieving social justice and equality. AWES, with its firm belief to 'leave no child behind' and in cognisance with the National mandate, introduced enabling mechanisms for providing Children with Special Needs (CwSN) the same opportunities of obtaining quality education as any other child. With its initiation in 2020, inclusive education has been one of the key focus areas for AWES. The year 2020-21 saw the proliferation of sensitisation, awareness and advocacy through faculty training at APS, APPS and ASHA Schools, employing Special Educators and Counsellors, mapping medical facilities in military stations, establishing resource rooms at schools and mapping CwSN in the system with on ground implementation at 16 pilot project APS. The physical opening up of schools brought more clarity to the challenges that were involved in providing specialised rehabilitation and spl education services to children in APS pan India. The gap analysis led to further training at the Advanced level for the IE Core Teams at 136 APS and Basic level IE training for General Educators at all levels during the year 2021-22. The key thrust area in IE in 2022-23 was Faculty Training and empowerment for Early Screening, identification and school level intervention for CwSN at APS as well as APPS. Guidelines were issued for the adaptation of the Student Health Record Booklet as a mandatory student document to be updated by students' annual Medical Check-up and handing over the booklet to parents at the time of TC. Standardised observation, screening tools and referral protocols were shared with APPS post the training on the same for the Pre-Primary teachers. A total of 1216 APS and APPS faculty including Spl Educators, Counsellors were trained by FDRC on Advanced level IE and 3225 General Educators at all levels were trained in Basic IE classroom tools in the year 2022-23.

Two sets of feedback and progress consolidation webinars were conducted by FDRC for IE with the IE Core Teams of 136 APS in the month of Jan-Feb 2023. The best practices were shared by the schools under the following sub domains of IE Implementation Modalities at schools.

Webinar 27:09-13 Jan 2023 Case Study based IE Consolidation at Central Command, Northern Command & South Western Command APS. Each APS was asked to present two Case Studies, one of Primary level Student with ID/ SLD/ Autism/ ADHD in their school with focus on IEP, Resource Room



Dr Bhawna Sharma TaragiFaculty. FDRC

Teaching, In-Class Teaching, Classroom Management, and Parent Interaction & Participation in Co-Curricular / Sports Activities. The second Case Study was to be of a Student with ID/ SLD/ Autism/ ADHD in Sec/Sr Sec level to focus on Choice of Subjects along with the other areas discussed for Primary level students. Best practices that emerged are shared.

BEST PRACTICES IN CASE MANAGEMENT BY NORTHERN COMMAND APS

- APS Udhampur- Differentiated levels of support as per the need of CwSN, Regular interaction by HM to monitor progress, early intervention for building social skills in CwSN with behavioural challenges, use of manipulatives to teach abstract concepts
- APS Srinagar- Early screening and remediation for learning gaps, identifying & nurturing strengths in co-scholastic domains to build confidence, focus on socio-emotional wellbeing of CwSN, facilitation of diagnostic assessments by school, exercises for improving brain acuity, gross and fine motor coordination, strategies for targeting specific behaviour issues
- APS Akhnoor- providing breaks for sensory overwhelming like relaxation exercises, purposeful out of class activities, use of good TLMs in RR, Activity based Learning in class, strength based approach.
- APS Nagrota- Reduction in school attendance hours for CwSN on Autism Spectrum, short breaks to bring down hyperactivity, specific strategies for addressing all occupational and sensory needs, Home plan for parents to follow, holistic case management for Autism
- APS Rakhmuthi- Thrust on behavioural as well as academic challenges, whole school approach to inclusion with all teachers' involved, regular screening of students at the Primary level, involving peers in RR Teaching.
- APS Dhar Road(Udhampur)- Intensive one-on-one teaching & social skills trg showing good results,

- parent counselling for positive disciplining at home, encouragement to CwSN for participating in Sports Activities
- APS Raiwala- Nurturing the singing talent of student through engagement in school choir, special focus by music teacher.
- APS Itrana (Alwar) Communication & collaboration with parents to ensure home training as well.

BEST PRACTICES IN CASE MANAGEMENT BY CENTRAL COMMAND APS

- APS Varanasi- Use of positive disciplining strategies, separate time table for special classes without affecting the regular schedule, Meditation practice in supervision of Special Educator, Provide specific, Immediate corrective feedback
- APS Roorkee No 2- Speedy screening and intervention for student with SLD, Social skills, Communication skills and Confidence building activities for students.
- APS Mhow- Using craft projects, puzzles for teaching learning process, practicing yoga and pranayama with CwSN for enhancing focus and concentration.
- APS Ranikhet- Battery of assessment tests used, specific strategies for Resource room and In-class teaching for helping students with SLD, brain gym exercises for child with Neuroregression.
- APS Roorkee No 1- Using multiple sensory approach for teaching in Resource room, parent training, revision time before starting exams, positive behavior intervention strategies used.
- APS Jabalpur No 1- Well planned and implemented resource room time table, IEP targeting all domains, scientific strategies and behaviour modifications being used for social skills training, parent collaboration and counselling.
- APS Jabalpur No 2- Design lessons for active student engagement, use of behavioural prompts and activity as a reward to improve self-control of student, regular parent counselling.
- APS Meerut- Involvement of all subject teachers to create IEP, subject specific resource rooms, positive disciplining techniques used, training in sanitation and hygiene for the girl student, active participation of CwSN in Co-curricular activities.
- APS Danapur- Identifying and nurturing areas of strength, behaviour management programme through reward charts etc., use of software.

- APS Ayodhya- Regular sensitization programs for teachers and parents, activities to enhance concentration and attention along with academics in RR
- APS Fatehgarh- Teachers trained on NCERT Screening tools, exercises for fine motor development and lower body strengthening exercises, at RR, mobility assistance inside the school for child with physical disability.
- APS Agra- Sensory wall and sensory pathway in the RR, school sponsored and facilitated assessment of 17 CwSNin collaboration with clinical psychologist.
- APS New Cantt, Prayagraj- Active participation of CwSN in Co-curricular activities, performance of National Anthem and AWES Song through Indian Sign Language for spreading awareness on inclusive education on school Sports Day.
- **APS Birpur** Play activities being used for Academic teaching, classroom responsibilities/ tasks
- APS Lansdowne- Excellent academic and cocurricular performance by CwSN with locomotor disability.

BEST PRACTICES IN CASE MANAGEMENT BY SOUTH WESTERN COMMAND APS

- APS Bikaner- Early Intervention Plan, Counselling parents for psychometric assessment, Group Counselling for Parents, Sensory Path, Sign Language Panel
- APS Hisar- CwSN student scored 81.4% in X with skill subjects& one-to-one remedial classes by subject experts, therapy services at ASHA School, Spl Olympics Games Trg to ASHA School students by APS Spl Edu, school collaborated with Civil Hospital for Assessment & UDID Certification, Use of PRASHAST APP for screening
- PRASHAST App. students identified and sent for formal assessment to Clinical Psychologist from MH, class has one assistant teacher & teachers are using teaching aids available at resource room in classroom teaching as well. For eg: Sand paper cut outs were used for letter recognition. Silent clapping is introduced to the students of the class in which child has sensory needs, When he is too agitated, he is taken to swings or resource room for sensory diet. Occupational therapist also consulted on activities for classroom management like beading, peg puzzles to sustain attention and understand start and end of the activity, swings or trampoline, giving instructions to eye contact level etc.

- APS Abohar- Sensitization & Awareness building amongst students, Sign language training to students, Extending resources to APPS, visit to ASHA School, Sri Ganganagar for staff & students, Speech therapy sessions for students at school by Spl Educator
- APS Sri Ganganagar- Student transitioned from ASHA School has been well accommodated in the school with Curriculum adaptations, peer tutoring and engagement in all school co-curricular activities.
- APS Fazilka- Supporting CwSN with multiple disabilities with intensive domain specific training activities in Resource Room by Spl Edu, exploration of student's strengths to involve in sports etc.

Webinar 28: 16-20 Jan 2023: The second set of consolidation webinars were conducted with APS of Western Command, Eastern Command & Southern Command. The teams from these Commands were allotted specific topics relevant to implementation of IE in APS to prepare and present as a team.

- Admission Policy & Type of Learning Support-Presented by APS Noida, Amritsar, B D Bari, Damana, Ferozpur, Jammu. Best Practices- Steps in identification of CwSN discussed in detail. Sample referral forms for resource room referral, learning difficulty case form shared ,Additional sources of information should be CT reports from previous classes, anecdotal records, behavioural reports, notebooks and assignments ,Resources as per the level of disability discussed, Challenges Discussed-No govt guidelines on disability level demarcations for education in spl or inclusive setting for severe, profound and multiple disabilities, Poor early identification, Lack of resources and experts, Poor database management, Recommendations-Along with Spl Edu, Occupational Therapists and Developmental Psychologists should also be employed on part time basis, Collaboration with local professional institutes and individuals where CwSN can receive therapy Upgradation of resource rooms, Development of Vocational Trg Centres at APS, Sports Training for CwSN
- Assessments & Disability Level Certification for CwSN by APS Ranchi, Rangapahar, Tezpur, Narangi, Agartala, Bagrakote. Best Practices-Need for assessment at the entry level, for IEP Development and placement, Instructional Planning and Evaluation discussed, IE Core Team to take collective decision about the placement of the child post the assessment procedure, Assessment to determine the level of support required, Use of PRASHAST App by NCERT to be used for screening.

- **Challenges Discussed**Unique needs of Spl Children, Parental denial, fear of Assessment, Lack of experts to assess, Person in charge doesn't consider assessment as important or urgent, **Recommendations**UDID Card to be made for all CwSN.
- Equity, engagement and Socio-Emotional wellbeing of CwSN by Shillong, Happy Valley, Sukna, Tenga Valley. - Providing appropriate assistive devices, barrier free environment, IEP, Communication with parents, For Social-emotional wellbeing, Ensuring full participation in extracurricular activities and classroom engagement through Buddy System and Group Learning Activities.
- Functional Curriculum for CwSN by Kolkata, Gangtok, Jorhat, Kalimpong, Missamari, Panagarh. Best Practices- Use of NIMH Functional assessment checklist pgme for students with moderate level of Intellectual Disability, Formative, Summative, Performance based and Portfolio based Assessment, Domains of Functional Curriculum to be worked upon: Personal and Inter-personal skills, skills for independent living, functional Academics and Career Development. Challenges Discussed—Long period of absence amongst students, Parental denial, New students not submitting proper data regarding disability, Lack of Counsellors and Spl Edu in remote areas
- IEP Role & Relevance by Bangalore, Bhopal, Kirkee, **Pune. Best Practices-** Steps towards development of a good IEP: Gather Information through teacher anecdotal report, parent input, observation of student in class, Establish a collaborative approach, Develop IEP, implement IEP and Review and Revise IEP, -CBSE IEP Format being used, involvement of all stakeholders and multi-disciplinary team to implement IEP, - Role of IEP during transition of student. Challenges Discussed-Student-Teacher ratio affects quality time that CwSN need, Reluctance of General Educators in preparing and Implementing IEP, Parental expectations for immediate improvements, Diverse needs of CwSN, Students and staff keep changing. **Recommendations-** Establishment of a robust IEP Team in the school. Time allotted for IEP Team meetings, Management of student-teacher ratio in the classroom and remedial sessions through increased hiring of Spl Educators, Acceptance of the support given to the CwSN, Interactional involvement of the parents, The mindset for preparing IEP needs to change from deficit based to strength-based approach.

- Leveraging Digital Technology in IE by Golconda, Bolarum, Wellington, Chennai, PRTC Bangalore. Best Practices- Use of technology with CwSN enables students to learn better by accommodating their individual learning styles and challenges, Technology can be used for UDL for multiple ways of representation, expression and engagement, Large number of e-resources and apps discussed, Focus on gamifying learning and testing for students using EdTech Resources, Challenges Discussed-Lack of teacher Trg on Digital Pedagogy, High cost of digital Infrastructure, poor network availability. lack of regular maintenance of projectors, smart boards etc..Inadequate number of tabs, laptops for catering to all students. Recommendations-Teacher Trg Programmes on Digital Pedagogy, Parent Trg for Home-based Digital Interventions, Time allocation for teachers to plan digital learning and support within school hours, Upgradation of digital infrastructure, E-Portfolio of CwSN on Digi Camp with restricted accessibility, E-Content for differentiated instruction for IEP, Seamless Wi-Fi Connectivity at schools.
- Pedagogy for IE Resource room Teaching by Kaluchak, Jalandhar, Yol Cantt, Sunjuwan, Dagshai, Shankar Vihar. Best Practices- Resource room teaching is not just for CwSN but for all children having learning problems due to frequent transfers, mother tongue discrepancy or rural background, Role of subject teachers: Observe student behaviour, Inform Spl Edu/ Counsellor, take parent feedback, use NCERT PRASHAST part, follow IEP, accommodate student's needs in the classroom and collaborate with Spl Edu and Resource Room Teachers Purpose of Resource Room: Provide least restrictive environment to CwSN, support individual learning needs, provide opportunities to develop life skills **Challenges Discussed-** Time tabling for resource room teaching, Parental counselling, Lack of previous record, Lack of other rehab services at school. Lack of lifts in school campus. **Recommendations-** Enhanced Infrastructure to increase access in all school buildings, Student record to be shared with TC, Cluster wise hiring of psychologist and therapists in schools.
- Pedagogy for IE- Classroom Teaching by Mumbai, Nasirabad, Jodhpur, Secunderabad, Saugor, Dehu Road (Pune). Best Practices- inclusive learner friendly environment ILFE discussed, Universal Design of Learning, display the goal, Option for Assignment, flexible space for work, regularity in feedback, use of technology, digital and audio text, Differentiated Instruction Strategy Creating multiple paths for learning, so that students of

- different abilities, interests or learning needs experience equally appropriate ways to learn.
- Shadow Teaching in IE by Barrackpore, Basistha, Darjeeling, Bengdubi, Binnaguri, Dinjan Best **Practices-** shadow teaching for one to one support to CWSN. Development of Academic Social and Behavioral Areas, Collaborate with all the stakeholders in execution of IEP, Promote positive interaction in the classroom, Para-Educator, who assist the child in regular classroom. Challenges **Discussed**- Lack of awareness on the part of parents and heterogenous background, Difficult to find a good Shadow Teacher, Constant supervision of an adult might not be healthy for the specific child in some cases, Attitudinal barrier of teacher might act as a hindrance. Regular teacher might give less attention or not give any attention at all, as the responsibility is taken by Shadow teacher, In case of Lack of requisite training, the shadow teacher may end up following the child or becoming a substitute teacher on whom the child may be dependent, Lack of continuity as the child is shifted from one APS to another, Language barrier, the parent pays the shadow teacher apart from the school fees, School may not hold them responsible if any problem occurs as the shadow teacher is appointed by parents. **Recommendations**- Understanding the requirement of Shadow teacher as per the child's optimum learning need, IE team seeks permission from the school management, IE team to seek parental consent, Getting a shadow teacher, Shadow Teacher - on observation with the child for a month- In case of good learning outcomes, service of the Shadow teacher continues.
- Teacher empowerment for IE by Ambala, Chandimandir, Dhaula Kuan, Mamun Cantt, Miran Sahib, Janglot. Best Practices- components of teacher training program on IE at PRT teacher literacy on I.E, identification and screening, hands on TLM.At PGT Level Sensitization of teachers on Classroom Adaptations, Modifications, Exemptions, Scholarships, Disability certificate, Skill subjects, Government jobs, Parents as partners.
- Vocational Education for CwSN in APS by Delhi Cantt, Beas, Patiala, Tibri, Gurdaspur Kandrori, Kapurthala. Best Practices- Process of choosing Optional Skill Subjects explained very well, Disability wise vocational subjects discussed, NIOS vocational education skill subjects for Sec & Sr Sec Classes, Career counselling sessions for Sec. and Sr. Sec. Students to provide career guidance, Exploring skill interests by engaging students in different activities, Provision of Artificial Intelligence subject to develop the digital competency of the child,

Awareness sessions for parents / Teacher. Challenge – Overcoming social status hierarchy associated with vocational education. Recommendation—Awareness programmes, Vocational exposure to children from Grade VI onwards, Information, education and communication (IEC) and media campaigns. Preparation and distribution of brochures/leaflets/pamphlets and video shows on vocational education and courses

- Transition to Life Pgme by Ahmednagar, Babina, Khadakwasla, Bhuj, Dhrangadhra, Pangode, Trivendrum. Best Practices- Goal is to help young adults successfully move from school into the adult world, Transition planning can also address: Self determination/Self advocacy, Social skills, Self-care/ Independent living. Components of transitional services discussed. Challenges- Accommodation Process, Lack of Individualization, Negative attitudes and stereotypes, Moving away from home, Understanding and working through the transfer process
- Standardised Document Templates by APS ASC Centre Bangalore, Kamptee, Jaisalmer, Dighi, Cannanore, Devlali, Jhansi- Templates for Consent forms, Referral forms, Case history form, IEP, Counseling forms, Anecdotal record, Session records.
- Admission, placement and learning support for students transitioning from ASHA schools/ special need school by Madhopur, Nahan, Pathankot, Ratnuchak, Samba, Unchi Bassi, Sangrur. Best Practices- Transition Planning with all stakeholders, Fully fledged resource room with equipped TLM, Screening of slow learners by the class/subject Teachers, Setting up of a core inclusive team committee where Principal ASHA school is an active member. Quarterly meetings of core inclusive team, Sharing of resources and TLM with ASHA school and APPS, Orientation program of teachers. Challenges- Acceptance and non- cooperative parents, Labelling, Lack of awareness regarding rights and Govt. grants for CwSN, No appointment of special educator and counselor in schools / Role of both being played by one appointment. **Recommendation-** Proper appointment of counselor and special educator, Regular training of the teachers, Tie ups with local speech therapists/ clinical psychologist/ occupational therapist, etc. if required. Active participation of CwSN in all cocurricular activities of the school.

ACCOLADES, ACHIEVEMENTS & SPECIAL MENTIONS

- · A paper titled 'Technology Enabled Inclusive Education- Access and Engagement in Army Public Schools' authored by Dr Bhawna Taragi, Faculty, FDRC, Mr Raj deep Narsingam, Spl Educator APS Golconda & amp; Ms Rifaya Joel, Spl Educator APS R K Puram, Sec'bad bagged the Best Paper Award at the National Conference on Inclusive Education was organized by the National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID) Secunderabad on 24 th - 25 th Nov 22. The paper highlighted the technology supported initiatives taken by Army Public Schools during the last two years to ensure inclusion in the Online Classrooms, the challenges felt in engaging CwSN in online schooling and steps taken to mitigate the same. Along with the
- Award plaque, a cash prize of Rs 10,000 was also part of the prize.
- Army Public School Golconda has developed a UDL block to cater to the needs of all learners in a fun way where they get freedom to get engaged and express what they have learnt. UDL block at APS Golconda has been developed to meet the requirements of 3 main principles of UDL which are multiple ways of representation, multiple ways of engagement and multiple ways of expression. Here teachers can teach using multiple ways of representation means, using puppets, stories, art and TLMs e.t.c., and students can express their learnt information using singing, drama, storytelling, art, 3d models, participate in puppet show etc.
- · As part of Advanced Level Faculty training for efficient implementation of AWES Inclusive Education program, a Certified 6 Days Online Training Webinar was conducted from 10-15 Oct, 2022 on 'Remedial Interventions for Specific Learning Disabilities' for all APS 01x Special Educators 01xTGT Maths or 01 x TGT English from each school. These trainings were organised by FDRC in collaboration with Madras Dyslexia Association – MDA. On the last day of the training, an online test was conducted by MDA and 223 teachers who secured 40% and above on the same have been certified by MDA on being trained in the above topic. MD AWES expressed his appreciation for the good result achieved by the trainees and awarded a sum of Rs 5000/- each to those who have scored 85% & above in the same. They are- Ms Hema Sati Sharma, TGT Science APS Mhow, Ms Aparna Thatte, Spl Edu APS Bhopal, Ms Sanjana Nair, Spl Edu APS, Bathinda, Ms Rifaya,

Spl Edu APS RKP Sec'bad, Ms Aditi A. Prabhu, Counsellor APS, Mumbai, Ms Vandana Pandey, TGT Maths APS, Mumbai, Ms Vineeta Kumari, Spl Edu APS, ASC C& C, Ms Gunjan Arora, TGT APS Yol Cantt & Ms Dimple Jeevnani, Counsellor APS, Jaipur.

- Way Forward: Inclusive Education has evolved from Policy,to Practice and is now in the inculturation stage in APS. It is all because of the shared vision and sincere efforts of the Management, Principals & Staff of Schools to support the differently abled in our environment. It is a work in progress, with every student teaching us to look beyond our and his limitations for the opportunities to learn and grow together. The proposed plans for the upcoming academic session are-
- a) Teacher Training on Indian Sign Language.
- b) Ensuring Assessments & UDID Certifications for all CwSN
- c) Enhancing Learner Access & Addressing Learner variability through Tech based solutions & Digital Pedagogy
- d) Thrust on Skill & Vocational Edu for Sec & Senior students with Special Needs: Ability wise Subject selection for CwSN, Collaborations with Expert agencies for Infra & Teaching Resources
- e) Sports Facilities for CwSN at APS
- f) Introduction of Transition to Life Pgme ; Certified Trgs & Placements for Higher Ed, Vocational Trg & Building Independent Living Skills
- g) Advanced Lev Trg on Autism Spectrum Conditions, ID & SLD
- h) Continued focus on Early Identification & Intervention and Classroom practices for IE
- j) Assessing School Quality Index of IE through CBSE tool on the same.









AWES GIFTED EDUCATION PROGRAM 2022-23

Approximately3 - 5% students in any environment have exceptional abilities (National Association for Gifted Children, Washington DC 2019) . These students demonstrate distinctive needs during development period including high cognitive and emotional needs that usually remain unmet in usual classrooms leading to alienation & loss of direction. Parents and teachersof such children struggle to fulfill their learning requirements. Education for the Gifted and Talented Students is a National mandate as per NEP 2020 Para 4. 43, that talks about a National Level Nurturance program todiscover, nurture and foster innate talents of students and build awareness & advocacy by teachers, develop supplementary enrichment material for the gifted studentsat the School level. There is also a felt need fordevelopment of training programs for teachers to help them identify gifted/talented students. The Educational Acceleration of gifted students is also proposed in the Draft National Credit Framework, Sep 22.

AWES initiated the program from March 2021. Post the meetings and collaborations with national and international expert agencies like Kaveri Education Group, Cluster Innovation Centre at Delhi University, Aditya Birla Eduaction Academy, Jagadis Bose Centre for Talent Search, Venkatesh Group for Excellence in Education, Jnanaprabodhini Institute, Pune, and IISC, Bengaluru; the National Institute for Advanced Studies, IISc Bengaluru was shortlisted to conduct a Pilot Project in the following 15 APS across the country:

- Southern Command Jodhpur, RK Puram Secunderabad. Kirkee and Gwalior.
- Eastern Command Kolkata and Ranchi
- Western Command Jalandhar, Samba, Amritsar and Kaluchak
- Central Command Allahabad, Lucknow(SPM), Lucknow (LBS)
- Northen Command Udhampur
- SW Command-Bhatinda

OBJECTIVES > To create sensitization and awareness towards the need and scope of a Gifted & Talented Education Program in Army Public Schools. TALENTED EDUCATION PROGRAM IS TO NURTURE > To create awareness about domains of giftedness and exceptional ability THE EXCEPTIONAL ABILITIES indicators in students. OF GIFTED AS WELL AS > To engage, empower and build readiness in all stakeholders towards the Gifted TALENTED CHILDREN & Talented Education Program through training and resource building. STUDYING IN ARMY PUBLIC SCHOOLS ENABLING THEM > To identify students with gifted and exceptional abilities studying in APS. TO REALIZE THEIR FULL > To create customised pedagogies and specialised learning trajectories for the POTENTIAL AND EVENTUALLY Gifted & Talented students in APS. **CONTRIBUTE TOWARDS** > To establish an accessible, inclusive and sustainable Gifted Identification and NATION BUILDING Education program in APS.

The Pilot was undertaken from May 22' to Dec 22' through online mode with Class 5 & 6 students with Two Teachers from each school trained by NIAS as Facilitators of the Program. 435 students identified as Potentially Gifted, were put through Advance Learning Program by NIAS. The feedback received from all stakeholders has been collated under the following heads.

Identification Strategy by NIAS	Domains of Giftedness Nurtured in ALC	Domains that remain untouched
APSSPM, Lko: NIAS has taken introductory and discussion sessions before the commencement of the programme with all the teachers and has given wide range of identification and selection criteria, NIAS has also taken doubt clearing sessions to help teachers and facilitators in screening process of students.	APS Samba: Academic, Creative Leadership, Artistic, Excellent memory, Rapid learning APS Ranchi: Cognitive, Inquiry- Driven, Discovery-Oriented, Scientific Aptitude, Creative, Multidisciplinary, Memory Skill, Confidence	APS Bhatinda: Visual & Performing Arts, Leadership APS LBS Marg Lko: Psychomotor Domain, Sports, Art and craft, Dance & Music. APS Gwalior: Creative. Artistic and Leadership

APS Udhampur: For identifying gifted children not only class-teachers but subject teachers and parents should also be involved.

APS Amritsar: satisfied with nomination methodology, parents to be involved & must cater to the needs of children those are good in art and craft work, dance and sports activities.

APS LBS Marg, Lko: satisfied with identification strategy

APS Kirkee: Not satisfied with student selection

APS New Cantt, Prayagraj: Academic Domain only

APS Kirkee: Cognitive Domain Intellectual Domain

APSSPM, Lko: Academics, Creativeness with Kinaesthetic, Visual and Performing Arts with Interpersonal Skills

APS Udhampur: Intellectual Ability, Creativity, Leadership Qualities Academic Performance Confidence, Cognitive Domain

APS Jodhpur: Intellectual. Creative, Leadership, Academic

APS Kirkee: Psychomotor Domain: motor skills. Personal and Social Responsibility, Social Domain: teamwork, communication, leadership

APS Amritsar: Singing, Dancing, Art, Craft & Sports, Motor skills, social skills

APS Udhampur: Personal & Social Responsibility, Hands –on-training.

APSSPM, Lko: Language, Intrapersonal skills, Advance creativeness

APS Kaluchak: Artistic Domain, Hands on Experiments, Sports

ADVANCE LEARNING CENTRES AT 15 PILOT PROJECT APS

SCHOOL	FACI	LITATORS	COORDINATOR
APS JODHPUR	Mrs. Vijeta Singh	Mrs. V. Durga Bhavani	Mrs. Harpreet Kaur
APS KHIRKEE	Mrs. Seema Sujith	Mrs. Seema Rana	Mrs. Sonia Jhingon
APS RK PURAM, S'BAD	Mrs. Neethu Mathews		Mrs. Rafiya Joel
APS GWALIOR	Mrs. Gargi Shukla	Miss. Neelima Tomar	Mrs. Padmaja Gupta
APS KOLKATA	Ms. Debolina Bhowmick	Ms. Srimanti Halder	Ms. Jhumur Ghosh
APS RANCHI	Dr. Sajid Parwej	Ms. Chanda Kumari	Ms. Shubra Roy
APS JALANDHAR	Mrs. Pooja Sharma	Mrs. Santosh Dhillon	Mrs. Sarabjeet Kaur
APS SAMBA	Ms. Ridhi Dutta	Mr. Rohit Kumar	Ms. Priyanka Slathia
APS AMRITSAR	Mrs. Jaswinder Kaur	Mrs. Richa Sharma	Ms. Disha Sharma
APS NEW CANTT, PRAYAGRAJ	Mrs. Maryam Khan	Mrs. Rumpa Ganguly	Mr. Vaibhav Motwani
APS (SPM) LUCKNOW	Ms. Renu Tripathi	Mrs. Kriti Tiwari	Ms. Priya Srivastava
APS LUCKNOW (LBS)	Mrs. Shabha Baig	Mr. Gopal Bajpai	Mrs. Ritu Sharma
APS UDHAMPUR	Mrs. Kundan Koul	Mrs. Sunita Chatta	Mr. Rajesh Vohra
APS BHATINDA	Mr. Ashish Bhatti	Mrs. Amritpuneet Kaur Sidhu	Mrs. Pragya Sharma
APS KALUCHAK	Mrs. Preeti Gupta	Mrs. Romita Bhalla	Mrs. Suchitra Raina







PARENTAL FEEDBACK

- ▶ APS Kaluchak: very enlightened training session, looking forward to see more sessions in future.
- ▶ APS Amritsar: classes were really informative and interactive.
- ▶ APS LBS Marg, Lko: Parents were equally interested in NIAS classes. They found it very interesting knowledgeable as it enhanced the scientific temperament. They especially thanked Mr. Sudarshan, for his tireless effort to make teaching enjoyable and informative. Many parents wish to continue the NIAS classes for the upcoming session.
- ► APS Bhatinda: Both Offline & Online Classes were very interesting & educative,

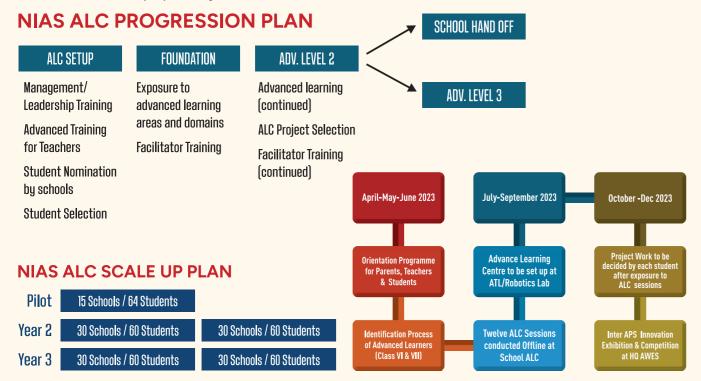
Apart from Sudarshan Sir & our facilitators; they could also interact with students from other APS. Hope the classes are introduced in other APS also.



46 FACILITATORS CERTIFIED BY NIAS AT AWES – NIAS GIFTED EDUCATION PHYSICAL WKSP AT FDRC, 435 STUDENT CERTIFICATES HANDED OVER TO COORDINATORS — 15-17 MAR'2023

A Physical Workshop (03 days) from 15-17 March 23' was conducted at FDRC for the APS Facilitators & Coordinators by NIAS Experts with the objective of developing the plan of implementation at all APS from the academic session 2023-24. The following modalities of progression of the program at the 15 Pilot APS at School level were deliberated and decided by all.

The Plan of Action as proposed by NIAS for APS are as follows:



HQ AWES is in the process of receiving fresh technical financial proposal from NIAS for the above and sharing it with all APS Mgmt & Principals for further action to be taken.

A STUDY ON THE DRAFT NATIONAL CREDIT FRAMEWORK- NCrF 2022

A Study Group comprising of Dr RS Panwar, IC, Addl Dir Academics AWES HQ, Mrs. Vidya Murlidharan, Principal APS Golconda, Mr. Kamlesh Joshi, Principal APS Ranikhet, Mr. Sanjeev Kumar, Principal APS Udhampur, Mrs. Banani Hazarika, Principal APS Tezpur, Mrs. Meetu Rathod, Principal APS Pathankot was ordered by AWESHQ in Oct 22 which studied the Draft and submitted this study outcome on 10 Feb 23.

'Credit' is the recognition that a learner has completed a prior course of learning, corresponding to a qualification at a given level. To fulfill the vision of NEP 2020 by making Education holistic & effective by integration of general & vocational education, the National Credit Framework 2022 has been prepared by a high level committee constituted by the Govt. of India under the Chairmanship of Dr. N S Kalsi, Chairman, NCVET.

An overview on the subject through a presentation along with the document has been presented by the team which is as follows:

CORE FEATURES OF THE DRAFT

- > Provision of Creditization of all types of learning.
- Removal of hard separation between general and vocational education by establishing equivalence.
- Vertical & Horizontal Mobility of students and learners between academics and vocational streams.
- ➤ Provision for lifelong learning through Multiple Entry-Multiple Exit options.
- ➤ Enabling Educational Acceleration of gifted students.
- Recognition of prior learning for main-streaming the learners who are out of formal education and skilling ecosystem.
- Ensure flexibility for students to choose their own learning trajectories and option for midway course corrections.

MAJOR DIMENSIONS OF NCRF

ACADEMIC EDUCATION -SCHOOL EDUCATION

➤ To formulate a comprehensive and holistic credit framework that also takes into account learning acquired during schooling and through informal modes like home schooling, open schooling, online schooling.

VOCATIONAL EDUCATION AND TRAINING/SKILLING

- > Assign credits to skill and vocational programs.
- ➤ Accumulation of credits and transfer of credits to enable students to get back into general education after Short Term Training (STT).
- Multiple Entry Exit options

RELEVANT EXPERIENCE AND PROFICIENCY

- > Assignment of credit points to relevant experiential learning.
- > Enable students to progress in career through work hours during job/employment.
- > Establishing equivalence between general education and vocational Education.

ASSIGNMENT OF CREDIT IN NATIONAL CREDIT FRAMEWORK

NCrF has proposed 8 credit levels i.e. level up to Grade 12th & level 4.5 to 8 for higher education. The credits can be assigned through under mentioned three ways:-

- > Credit assigned by virtue of Academic Education.
- Credits assigned by virtue of Vocational Education & training / skilling.
- > Credit assigned by virtue of relevant experience.

Student should put in certain number of hours of learning; i.e. a student of Class IX to have 1080 hour of educational learning + 120 hours of learning through

activities amounting to 1200 notional hours of learning. Students should attend certain number of hours of learning in order to earn credits. Maximum of 40 credits can be earned in school education. Credits quantify learning outcomes that are subject to valid, reliable methods of assessment. Credit points give learners and institutions a means of describing and comparing learning outcomes achieved. Credit points can be calculated as credits attained multiplied with credit level. For example a student of class X will get 120 credit points (40 credits x 3.5 = 120)

CREDITS AGAINST TOTAL NOTIONAL HRS & ADDL LEARNING

NOTIONAL LEARNING:

40 credits per year for 1200 notional learning hours; i.e., a student of Class IX to have 1080 hr of educational learning + 120 hours of learning through activities amounting to 1200 notional hours of learning in an academic year.

ADDITIONAL LEARNING:

Any additional programme/course undertaken by a learner beyond the prescribed 1200 learning hours / beyond the purview of course syllabus will fetch addl credits. It will enable a learner to obtain dual degree. (higher education)

CALCULATION OF CREDIT POINTS

Credit points can be calculated as credits attained multiplied with credit level; i.e., a student of class X will get 120 credit points (40 credits x 3. 5=120)

CREDIT ASSIGNED BY VIRTUE OF ACADEMIC EDUCATION:

Credits in school education for various academic education band varies from 27 to 40. Further, the credit points earned can be worked out by multiplying these credits with credit levels as per NCrF.

ASSESSMENT BAND:

Students cannot move to the next level without passing in the assessment; i.e., unless a student clears 8th grade he cannot appear for class 10 exam.

CREDITS ASSIGNED BY VIRTUE OF VOCATIONAL EDU & TRG/SKILLING:

Minimum entry criteria for undergoing Short Term Training (STT) & Long Term Training (LTT) at given level is defined by NCQF & NC.

CREDIT ACCUMULATION:

In order to establish equivalence between various streams of education. Setting the base for eligibility of students, Multiple Entry & Exit pathways, the following Principles are to be followed:-

- Credit accumulation through formal education, vocational education, relevant work experience or a combination of all.
- > Equivalence possible only in same Assessment Band.
- > Clearance of previous Assessment Band to move to next Assessment Band.
- ➤ To establish equivalence for a level, required additional learning will be defined by concerned regulator.
- ➤ For Credit Transfer it is possible only when credits are recognized by concerned awarding bodies as per mutual agreement on credits between the body allocating the credits and the body accepting those credits.

ENTRY ELIGIBILITY THROUGH CREDIT FRAMEWORK

The following conditions are required to be fulfilled:-

- ➤ Learner must acquire and accumulate the required points for moving to a particular level.
- ➤ Institutes must have mutual agreements on the methodology of rewarding and accepting the credits.
- Assessment of students with exceptional achievements in various activities will be based on their level of competition (State, National, International, Olympics etc.
- > The modalities of assessment are to be identified by the concerned regulator.

ESTABLISH MULTIPLE ENTRY-MULTIPLE EXIT PATHWAYS

The following is to be followed:-

- ➤ Learner has an option to enter & exit the educational ecosystem at any point of time.
- ➤ The regulator to prescribe the criteria for Multiple Entry-Multiple Exit as per NCrF level of programme.

CREDIT STORAGE & REDEMPTION THROUGH ACADEMIC BANK OF CREDIT:

NCrF has planned to develop Academic Bank of Credits (ABC) to store credit points to facilitate a learner for seamless mobility across Higher Education

Table 4: NCrF levels and credit assignment for school education

Sl. No.	Academic Education Band	School Edu Grade/Level	Number of Hours of Study	Credits for hours/year	Credit Levels as per NCrF	Credit Points Earned*
C-1	C-2	C-3	C-4	C-5	C-7	C-8 (C6 X C7)
	Pre-Primary School		800 X 3	27 X 3	0.1	8
1.	Primary School (I-V)	Class I	800	27	0.2	5
2.	Primary School (I-V)	Class II	800	27	0.4	11
3.	Primary School (I-V)	Class III	1000	33	0.6	20
4.	Primary School (I-V)	Class IV	1000	33	0.8	26
5.	Primary School (I-V)	Class V	1000	33	1. 0	33
6.	Middle School (VI-VII)	Class VI	1200	40	1. 33	53
7.	Middle School (VI-VII)	Class VII	1200	40	1. 67	67
8.	Middle School (VI-VII)	Class VIII	1200	40	2. 0	80
9.	High School (IX-X)	Class IX	1200	40	2.5	100
10.	High School (IX-X)	Class X	1200	40	3. 0	120
11.	Sr. Sec. School (XI-XII)	Class XI	1200	40	3. 5	140
12.	Sr. Sec. School (XI-XII)	Class XII	1200	40	4.0	160

^{*}rounded off to the nearest decimal

CREDIT ASSIGNED BY VIRTUE OF RELEVANT EXPERIENCE:

In this dimension an individual gets weightage from 1 to maximum 2 as elaborated in the table below:-

Table 7: Credit acquired by virtue of relevant experience / proficiency

Experience cum Proficiency Levels	Description of the relevent Experiential learning including relevant experience and professional levels acquired and attaining proficiency levels	Weightage / Multiplication Factor	Number of years of experience (Only indicative)
Trained / Qualification attained	Someone who has completed the coursework / education / training and has been taught the skills and knowledge needed for a particular job or activity	2	Less than or equal to 1
Proficient	Proficient would mean having the level of advancement in a particular profession, skillset, or knowledge	1. 33	More than 1 less than or equal to 4
Expert	Expert means having high level of knowledge and experience in a trade or profession	1. 67	More than 4 less than or equal to 7
Master	Master is someone having exceptional skill or knowledge of a subject/domain	2	More than 7

NCRF LEVELS FOR ACADEMIC GRADES VOCATIONAL EDUCATION & ASSESSMENT BANDS

Academic Band	Academic Grade	Voc Edn STT/LTT	Credit Level	Credit Earned	Assessment stage and equivalence
5 yr foundational	PP-Class II	NIL	0. 4	27	
3 yr III-V preparatory	Class V	NSQF level 1 STT	1. 0	33	Class V (through school boards/NIOS)
3 yr Middle VI-VIII	Class VIII	NSQF level 2 STT	2. 0	40	Class VIII (through school boards/NIOS)
2 yr Secondary	Class IX	8th + 1yr NAC/NTC NSQF level 2. 5 STT	2.5	40	Class IX (through CBSE boards/NIOS)
	Class X 8th + 2yr NAC/NTC NSQF level 3 STT		3. 0	40	Class X (through CBSE boards/NIOS)
2 yr Sr Secondary	Class XI	10th + 1yr NAC/NTC/CITS NSQF level 3 STT	3. 5	40	Class XI (through CBSE boards/NIOS)
	Class XII	10th + 2vr NΔC/NTC/CITS		40	Class XII (through CBSE boards/NIOS)

Institutions (HEIs). The ABC shall be repository of all credits earned by a learner & shall be redeemable provided accumulated in the same Assessment Bank. The credits stored in the repository shall have a validity/ expiry defined for each programme as per the regulatory policy of the Regulator/ Govt. Credit points once redeemed shall not be used again for similar purpose.

RECOMMENDATIONS WRT APS

- Operational guidelines & Training programme for teachers to implement credit system would be needed.
- ➤ SMS platform can be customized to compile and transfer credits for students and can function as ABC (Academic Bank of Credits)
- ➤ Collaboration of schools with Institutes to be recognized by AWES with reference to (wrt) to vocational training/STT
- ➤ Head of the School to be empowered for validation of credit scores wrt to informal learning skills.

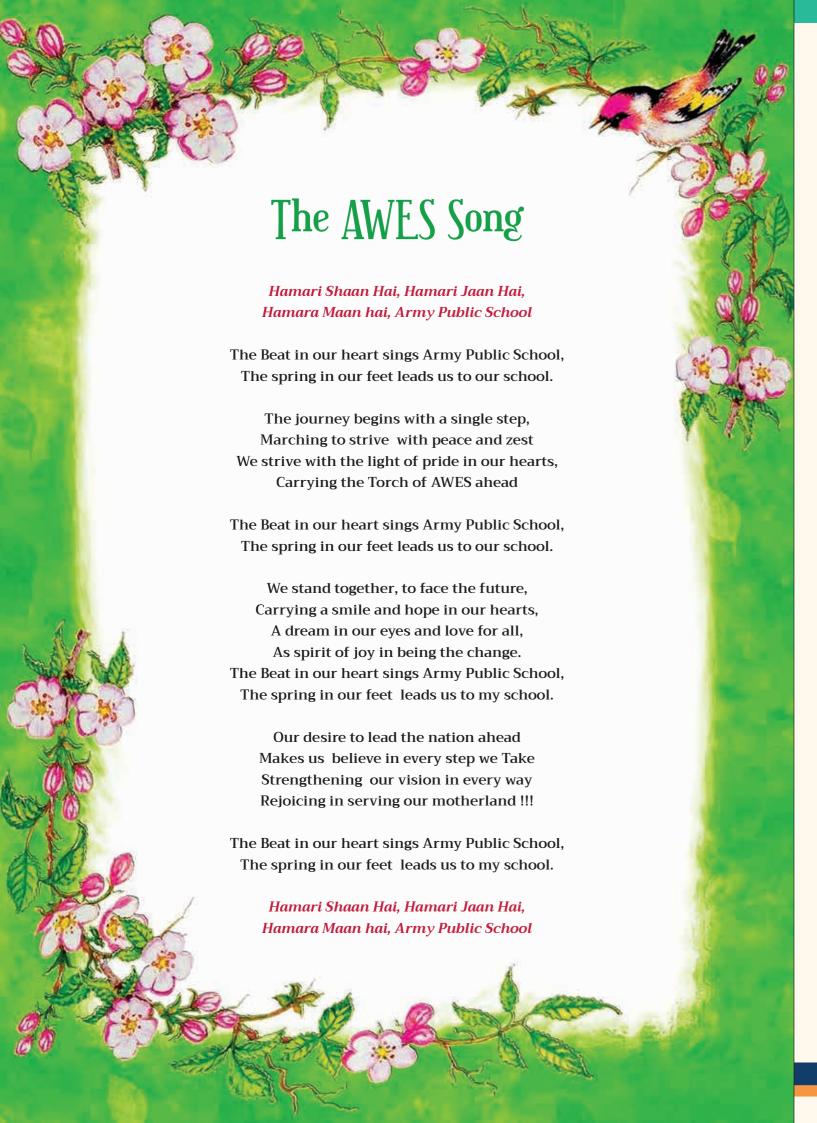
- ➤ Uniformity in extra credit courses in order to provide benefit to the students moving on transfer.
- Credits wrt to achievement at school level/Awes competitions/CBSE National Competitions need to be incorporated.
- Clarity on assignment of credit wrt to social/ community work/scribe etc
- Validation of online learning/home schooling etc need clarity.
- ➤ Methods to facilitate advance classes for gifted students for educational acceleration.
- > Assignment of credits for Children with Special Needs (CwSN).
- ➤ Incorporating Olympiad, hackathon, P2E as part of co-curricular activities and assigning credit.
- > Multiple entry and multiple exit procedures to be worked out to facilitate direct admissions.
- ➤ Linkage of Academic Credits to excellence Awards.



OVERVIEW

- DIRECTOR SCHOOLS
- DIRECTOR COLLEGES
- DIRECTOR PROJECTS
- Director Scholarship, Legal & Finance
- DIRECTOR INFO TECH
- GALLERY

ARIVOLI - 2023



OVERVIEW OFARMY PUBLIC SCHOOLS



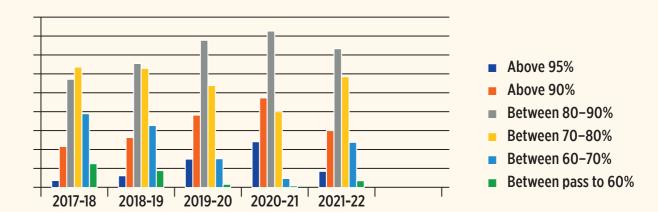
Col Sachindra A Warty
Director School

The year 2022 dawned with the Pandemic on the ebb driven by concerted efforts led by our government and stakeholders which included an aggressive and well executed vaccination programme. In April 22 after nearly two years of online classes, schools began the academic year with physical classes. It was heartening to see the once silent and desolate corridors of schools across the country come alive with the laughter and gaiety of children. There was no doubt in anyone's mind that this was a most welcome development as the past two years had undoubtedly led to online fatigue. Army Public Schools were no different and shifted seamlessly into the physical mode of classes.

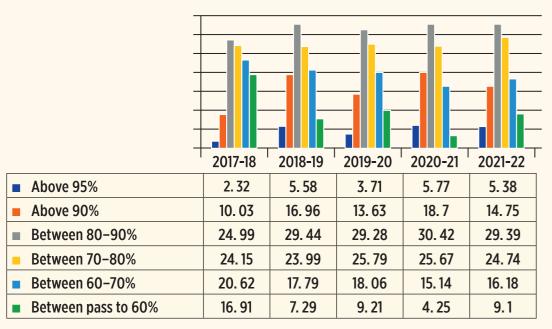
Results of Class XII for the Academic Year 2021-2022, indicated an overall marginal decrease in the pass percentage across the higher brackets of above 95%, between 90% to 95% and 80% to 90%. Consequently, there was an increase in the pass percentage in the lower brackets. The same trend held true for Class X. 154 students from Class XII across all Army Pubic Schools scored more than 97% marks in the CBSE Examination. On the other hand, in the results for Class X, two students secured 99. 40%, six students secured 99. 20% and two students secured 99%.

The summary of the results for Classes XII and X is given below in tabular and graphical form.

(A) CL	(A) CLASS XII BD RESULTS FOR LAST FIVE YEARS									
S.N.	Particulars	2017-18 %	2018-19 %	2019-20 %	2020-21 %	2021-22 %				
1.	Over all Result	97. 88	99. 12	98. 94	99. 85	99. 21				
2.	More than 95%	1. 51	2.84	6. 43	12. 41	4. 37				
3.	More than 90%	10. 46	13. 48	19. 36	23. 11	14. 99				
4.	Between 80-90%	29. 08	32. 45	39. 49	41. 48	37.14				
5.	Between 70-80%	31. 67	30. 93	26. 46	20. 22	29. 43				
6.	Between 60-70%	19. 68	16. 09	6. 76	2. 64	11. 99				
7.	Between pass to 60%	5. 84	3. 36	0. 44	0. 05	1. 26				



(B) CI	(B) CLASS X BD RESULTS FOR LAST FOUR YEARS								
S.N.	Particulars	2017-18 %	2018-19 %	2019-20 %	2020-21 %	2021-22 %			
1.	Overall Result	98. 65	99. 66	99. 72	100.00	99. 54			
2.	More than 95%	2. 32	5. 58	3. 71	5. 77	5. 38			
3.	More than 90%	10. 03	16. 96	13. 63	18. 70	14. 75			
4.	Between 80-90%	24. 99	29. 44	29. 28	30. 42	29. 39			
5.	Between 70-80%	24. 15	23. 99	25. 79	25. 67	24. 74			
6.	Between 60-70%	20. 62	17. 79	18. 06	15. 14	16. 18			
7.	Between pass to 60%	16. 91	7. 29	9. 21	4. 25	9.10			



TEACHING OF REGIONAL LANGUAGES IN ARMY PUBLIC SCHOOLS

An informal survey across all Army Public Schools was carried out at AWES to find out the number of home languages that students spoke in classrooms. The survey revealed that on an average in a section of 40 students, there were at least five different languages. In one instance a classroom had a spectrum of children with sixteen different languages. Coupled with the mid-session transfer of our children it was obvious that only standardized language subjects could be taught in our schools in classes VI to VIII. These languages are English, Hindi and Sanskrit. The difficulty in enforcing regional languages in APSs has also been accepted by the Minister of State for Defence, Mr. Ajay Bhatt. This was reflected in his reply to a question in the Parliament on 01 April 2022. As such the President Board of Governors, AWES, has approved the inclusion of regional and foreign language as an additional fourth language subject in classes VI to VIII along the same model as the Kendriya Vidyalaya Sangathan with suitable modifications. A notification to this effect has already been forwarded to all schools and Commands and has been included in the Rules and Regulations of Army Public Schools, Volume – I (Administrative), Seventh Edition, 25 March 2019.

LEARNING MANAGEMENT SYSTEM (LMS)

The LMS is being rolled out as a SaaS/PaaS model and is likely to be rolled out in the next three to four months. The process to identify a suitable service provider is on. Besides having a number of other unique features, the LMS would also have the facility of an e-portfolio for teachers to log in and store details of training done by them through various agencies. This would be similar to the e-portfolio rolled by the NCERT in its training document on Continuous Professional Development (CPD) . This would assist schools, academic clusters and FDRC in planning a

more efficient and effective training regimen for our teachers which would be more focused and outcome oriented.

SCHOOL MANAGEMENT SYSTEM (SMS)

The first tender to identify a service provider failed due to technical reasons. A new tender was floated in Dec 22 and is in the penultimate stage. A service provider will be identified in the next few weeks. This time the new version of the SMS or DIGICAMPUS as it is commonly known would be a 'Bespoke' system, which means it would be owned by with copyrights belonging to AWES. It will be designed grounds up. Inputs of all stakeholders will be taken to design the SRS for all modules. Detailed UATs and Software Test Reports would be conducted before onboarding the system. The SMS would be the mother platform on which the LMS would be hoisted with the facility of a 'Single Sign On' or SSO. This would enable a teacher, parent, student or the administrative staff to use only one log in id and password to access multiple systems. The estimated time to roll out the new SMS would be approximately six months.

ONLINE SCREENING TEST (OST)

This time the online screening test for selection of teachers in the regular and fixed term category was held in the first week of November 22. There was a change from the previous methods on three counts. First, Part A and Part B were removed and there was only one paper of 200 marks. The paper was all inclusive with 20 marks for general knowledge, 20 marks for pedagogy and related fields and 160 marks for subject specific topics each level, viz, TGT and PGT. Second, teachers could apply for only one post, unlike earlier when those candidates who could not clear Part B which was subject specific were considered eligible for teaching as PRT, which all would agree requires a different set of pedagogical skills. Third, there were no pass marks and keeping with trends around the globe, the OST card for candidates included the raw score out of 200 and the candidate's percentile score. Command AWES Cells which order CSBs and LSBs were at liberty to set the percentile cut-offs and the raw scores based on the availability of candidates for a particular school, for shortlisting candidates for the subsequent stages of the selection process. Detailed feedback has been sought from the Commands and schools on the new system.

SELECTION OF TEXT BOOKS

Text books of ten publishers in various subjects for classes I to V were prescribed for the Academic Year 2022-23 and onwards for three years. Some support books in selected subjects were also recommended

for classes VI to XII. These books are specially priced and are customized editions only for the students of the Army Public Schools. The supply chain adopted for distribution of the books to our students was specially designed to ensure that there were no leakages to the open market. Detailed feedback on various aspects of the books was taken and has been studied in detail at AWES. A number of changes have been incorporated especially with relation to fixing the standard of printing and the quality of the paper. In a major change the publishers have agreed to provide a sample set to each school to be displayed in the school premises for reference of the parents, students and teachers. The price negotiation committee has authorised a marginal increase in the prices of the books due to increase in the input cost of ink and paper.

NEW AWARD SCHEME

The National Award Ceremony held in November 22 last year followed the new award scheme. Two new trophies, viz, the Co-Scholastic Trophy and the Achievers Trophy were awarded to deserving schools for the first time. One of the aims of the new award scheme was to recognize the achievements of our schools in various other fields that are as important in a student's overall development as is academics. Both the trophies are more inclusive and provide a level playing field to all. The division of the schools into five categories for APIs provides opportunities to a larger number to be recognized for their achievements.

NABET-QCI AND SQAA EX-GRATIA PAYMENT TO STAFF OF ARMY PUBLIC SCHOOLS

A large number of staff members working in our schools were afflicted by COVID and unfortunately, we lost some amongst them to the pandemic. Besides the emotional grief and trauma, family members also faced an economic crisis on losing a bread earner. In order to provide some relief a decision has been taken to provide immediate succor in the form of an exgratia payment to the bereaved families. All deceased staff regardless of the reason of death (except accident cases) would be covered under the ex-gratia scheme. A new SOP on the subject was issued last year in which all schools were urged to create a fixed corpus over a period of – years. The interest earned was to be used for the ex-gratia payments and being ploughed back to the corpus.

ENCOURAGEMENT OF SPORTS IN ARMY PUBLIC SCHOOLS

On 27 January 2020, the then COAS had given directions to examine widening of the net of Army Public Schools for promotion of sports, particularly in the north-east to enable better coaching of children (particularly girls) in concert with Army Sports Institute. Accordingly, all commands were required to identify a nodal station and school in that station for establishing feasibility of extending the scheme in archery, fencing and shooting. The next stage was to includes wimming and diving and any other important discipline as deemed fit. This involved sensitizing school children and parents and encouraging them to take up sports more seriously. Spare accommodation in our residential schools was to be made available for girls. AWES included the Co-Scholastic Trophy in its National Award Ceremony for encouraging sports and co-curricular activities in our schools. Significant cash awards were laid out in the SOP for podium finishes at the national and international levels. In line with this initiative an e-pathshala programme was launched with SAI to train our PETs. So far 20 PETs from 16 Army Public Schools have been trained in at least one discipline. This initiative would be rolled out further after examining the efficacy of the programme.

ADMISSION TO STUDENTS FROM J&K UNDER THE 'OP-SADBHAWANA' SCHEME

This is an initiative undertaken by the Army to mainstream the youth of J&K and allow them the opportunity to meet their aspirations. The scheme has been underway for the past two academic sessions, i. e., 2021-22 and 2022-23. The scheme was rolled out for five years and will continue till academic session 2025-26. The selection of students for the first two years was done based on the recommendations of Northern Command, specifically the formations, NCLO and AWES Cell Northern Command. This year a common entrance test on the lines of the CET for other children seeking admission in our residential schools would be held in March this year. The intake would be in classes VIII and IX. However, some admissions in classes X and XII would be done on a case-to-case basis.

COMMON ENTRANCE TEST

This year the Common Entrance Test for residential schools was conducted on 12 Feb 2023. 732 candidates registered for the test of which 662 appeared physically in 19 centres across the country. Maximum candidates registered for admission to class VI. The test was conducted by Gen BC Joshi APS, Pithoragarh under the supervision of HQ Central Command.

COMMAND PRINCIPALS MEET 2022

As customary all commands carried out their Command Principals Meet from October 2022 to February 2023. These meets are ideal for forums for sharing of ideas and best practices amongst our schools. Agenda points were discussed threadbare and some of the important ones were circulated to all commands for their views and suggestions. Those meriting further action would be processed appropriately. Photographs of the events are placed below: -

PARIKSHA PE CHARCHA

As in the past, this year also the Hon'ble Prime Minister' Pariksha Pe Charcha was held on 27 January 2023. All our schools participated with gusto and enthusiasm. This years' figures surpassed the ones of last year, wherein 30, 588 students, 4969 teachers and 4522 parents took part in the event.

PUNEET SAGAR ABHIYAAN

The 'Puneet Sagar Abhiyan' is among the slew of initiatives taken by our government to realize the vision of our Hon'ble Prime Minister, which he referred to as 'Panchamrit' during the 26th UN Climate Change Conference, COP26, held in Glasgow, Scotland between 31 October 2021 and 13 November 2021. All our schools took part in this initiative wherein water bodies such as rivers, lakes, ponds and sea shores near to the schools were cleaned through 'Shramadan' on the last Saturday of each month for at least two hours. Nearly 6000 students and 700 teachers took part in this initiative.

VIDYANJALI

Vidyanjali is an initiative undertaken by the Ministry of Education with the aim to strengthen schools through community and private sector involvement in schools across the country. The initiative aimed to connect schools with varied volunteers from the Indian diaspora namely young professionals, retired teachers, retired government officials, retired professionals, NGOs, private an public sector companies, schools, corporate institutions and many others. In line with this initiative, our schools were encouraged to adopt at least one government/government aided school for hand holding in a school service/ activity. As per the latest report all our schools have registered on the Vidyanjali portal and have adopted 179 government/ government aided school in their vicinity. Areas requiring assistance have been identified and initial work in this regard has commenced.

HR STUDY REPORT

An HR study was underway for the last one year in which all Directors of commands and selected principals were tasked to have a de novo look at the various HR aspects of our teaching, non-teaching and administrative staff. A number discussions and presentations were held over the period and issued raised by the study groups were deliberated upon including a seminar held on 25 November 2022 in which the AG and DG DC&W were also present. The final study report has since been submitted for processing at the appropriate level.

MINIMUM AGE OF ADMISSION IN CLASS I

In line with the NEP 2020 the minimum age for admission of a child has been laid down as 6+ years. This has been promulgated to all commands and Army Public Schools on 08 Feb 2023 as an amendment to Article 206 of Rules and Regulations for Army Public Schools, Volume – I (Administrative), Seventh Edition, 25 March 2019.

ONLINE SCREENING TEST (OST).

The OST was held on 05 and 06 November 2022. A total of 45457 candidates registered and 22996 appeared for the test. This year part A and B were merged into one paper which was subject and level specific. Candidates could apply for one post only, viz, PRT, TGT or PGT. There was only paper per subject for 200 marks. The result sheet reflected the candidate's raw marks and his percentile score.

TEXT BOOKS FOR CLASSES I TO V AND SELECTED SUPPORT BOOKS FOR CLASSES VI TO XII

This was the second year of the roll out of prescribed and support books. Price review was carried out by a specially nominated committee by AG Branch in December 2022. A marginal prince increase was approved due to the increase in input cost of raw materials such as ink and paper. This year the quality parameters have been made stricter and each school will be provided one set of sample books conforming to the quality for reference of parents, students and teachers.

NO DENIAL POLICY FOR ADMISSION TO WARDS OF ARMY PERSONNEL

As per directions of COAS, suitable directions have been passed to AWES Cell, Command HQs vide E-mail dt 30 Nov 2019 that no wards of serving personnel will be denied admission. This policy is to be enforced in letter & spirit.















Performance of APSs for Class XII Bd Results for the Academic Year 2021-22 has been the best amongst various groups as given below:

Sl. No.	Group	Last Yr Pass %	Current Yr Overall Pass %	Increase / Decrease	
1.	APSs	99. 85	99. 21	(-) 0. 64%	
2.	KVs	100.00	97. 04	(-) 1. 96%	
3.	JNV	99. 94	98.93	(-) 1. 01%	
4.	Govt Schools	99. 48	93. 38	(-) 6. 34%	
5.	CBSE	99. 37	92.71	(-) 6. 66%	
6.	Pvt Schools	99. 22	92. 20	(-) 00. 02%	

The School results are satisfactory. Detailed performance of Army Public Schools as compared to last academic year is placed opposite:

SI. No.	Cubinat	2020-21		2021-22		Increase /	
51. NO.	Subject	Students Nos	%	Students Nos	%	Decrease	
(a)	Appeared	12704		13856			
(b)	Passed	12685	99. 85	13746	99. 21	(-) 0. 64	
(c)	More than 95%	1576	12. 41	606	4. 37	(-) 8. 04	
(d)	More than 90%	2936	23. 11	2077	14. 99	(-) 8. 12	
(e)	Between 80-90%	5269	41. 48	5146	37.14	(-) 4. 34	
(f)	Between 70-80%	2569	20. 22	4078	29. 43	(+) 9. 13	
(g)	Between 60-70%	335	2. 64	1661	11. 99	(+) 9. 35	
(h)	Between pass to 60%	06	0.05	178	1. 26	(+) 1. 21	
(j)	Compartment	13	0.10	97	0.70	(+) 0. 60	
(k)	Fail	0	0	03	0. 09	(+) 0. 09	

Board Academic Excellence - Class XII Board results (Stream Toppers) - 2022

SCIENCE	COMMERCE	HUMANITIES
Padmakshi Dutta 99. 40% (APS Tezpur)	Poorav Bajaj 99. 60% (APS Tezpur)	Kreetika Thakur 99. 20% (APS Janglot)

Performance of APSs for Class X Bd Results for the Academic Year 2021-22 has been the best amongst various groups for the last two yrs and the trend has been maintained as can be seen from the results below:

Sl. No.	Group	Last Yr Pass %	Current Yr Overall Pass %	Increase / Decrease
(a)	APSs	100.00	99. 54	(-) 0. 46 %
(b)	KVs	100.00	96. 61	(-) 3. 39 %
(c)	JNV	99. 99	99. 71	(-) 0. 29 %
(d)	Govt Schools	96. 03	80. 68	(-) 15. 35 %
(e)	CBSE	99. 00	94. 40	(-) 4. 60 %
(f)	Pvt Schools	99. 57	96. 86	(-) 2. 71%

Detailed performance of Army Public Schools for Class X as compared to last academic year is as under:

Sl. No.	Cubicat	2020-21		2021-22		Increase /	
31. NO.	Subject	Students Nos	%	Students Nos	%	Decrease	
(a)	Appeared	20911		21176			
(b)	Passed	20911	100	21079	99. 54	(-) 0. 46	
(c)	More than 95%	1206	5. 77	1140	5. 38	(-) 0. 39	
(d)	Between 90-95%	3920	18. 70	3124	14. 75	(-) 3. 95	
(e)	Between 80-90%	6363	30. 42	6224	29. 39	(-) 1. 03	
(f)	Between 70-80%	5367	25. 67	5238	24. 74	(-) 0. 97	
(g)	Between 60-70%	3166	15.14	3427	16. 18	(+) 1. 04	
(h)	More than 50%	889	4. 25	1592	7. 52	(+) 3. 27	
(j)	More than 33%	0	0	334	1. 58	-	
(k)	Compartment	0	0	97	0. 46	-	
(1)	Fail	0	0	0	0	-	

2021-22 CBSE Board Academic Excellence – Class X Board results (Top three positions) Top ranking of the students are as under:



Sugeeta Pratap Singh 99. 40% Delhi Cantt



Nitya Choudhary 99. 40% Jaipur



Bhavya Chand 99. 20% Jalandhar



Navneet Kashyap 99. 20% Chandimandir



Aadya Sharma 99. 20% Noida



Sumedha Das 99. 20% Pune



Shivansh Yadav 99. 20% Nehru Road Lko



Rajnish Kumari 99. 20% Pathankot



Shivani Yadav 99. 00% Nehru Road, Lko



Swati Yadav 99. 00%Old Cantt Prayagraj

Class XII Bd Results 2021-22

These schools are recipient of the AWES trophies and cash incentives or academic excellence in Class XII Bd Results – 2021-22

School Cat/Size	1 st Position	2 nd Position
Very Large Category	Jaipur	Mathura
Large Category	Janglot	Devlali
Medium Category	Pathankot	Jammu Cantt
Small Category	Tezpur	Kandrori
Very Small Category	Fazilka	Lansdowne

National Academic Excellence Awards for Class X Bd Results 2021-22

These schools are recipient of the AWES trophies and cash incentives for academic excellence

School Cat/Size	1 st Position	2 nd Position	
Very Large Category	Barrackpore	Dhaula Kuan	
Large Category	Devlali	Allahabad	
Medium Category	Pathankot	Kolkata	
Small Category	Binnaguri	Kandrori	
Very Small Category	Kalimpong	Madhopur	

Entry into NDA / TES during the year 2022

Comd	NDA	TES	Total
SC	15	10	25
EC	02	01	03
WC	22	16	38
CC	19	11	30
NC	04	01	05
SWC	05	04	09
Total	67	43	110



It is a matter of great honour for APS students to be inducted in the National Defence Academy. In ensuring that the aspirations of students desirous for NDA the APS schools encourages and supports the students through focused and continuous guidance.

NATIONAL LEVEL DEBATE (HINDI AND ENGLISH) AND QUIZ COMPETITION: 2022

SI. No.	Name of Competition	Held at	Mode	Participant Schools	Winner	Runner up
1.	Quiz Competition 12 Oct 2022	APS Dhaula Kuan	Offline	APS Noida, APS Danapur, APS Hisar APS Narangi, APS Nagrota, APS Bolarum	APS Noida	APS Danapur
2.	Hindi Debate 10 Oct 2022	APS Noida Cantt	Offline	APS Secunderabad (RKP), APS Sukna, APS Kandrori, APS Roorkee, APS Mathura, APS Hisar	APS Sukna	APS Hisar
3.	English Debate 28 Nov 2022	APS Shankar Vihar	Offline	APS Pune, APS Bengdubi, APS Kaluchak, APS New Cantt Prayagraj, APS Udhampur, APS Bathinda	APS New Cantt Prayagraj	APS Bengdubi













STUDENT EXCHANGE PROGRAMME FOR THE YEAR 2021-22

Student exchange programme between India and Banglaesh was not held in 2021-22 due COVID situation.
 MoU for such more exchange programme between India-Nepal, India-Sri Lanka and India-Vietnam have also been

?. MoU for such more exchange programme between India-Nepal, India-Sri Lanka and India-Vietnam have also beer been proceesed with Govt of India. Decision on the same is awaited

INDO BANGLADESH STUDENT EXCHANGE PROGRAMME 2020





6TH EDITION OF PARIKSHA PE CHARCHA JAN 2023



As per directions on the subject, all APSs were asked to register maximum Nos of students (class 9 to 12), teachers and parents for Pariksha Pe Charcha 2023. Last date for registration was 30 Dec 2022. A total of 40079 students, teachers and parents have registered for the same. All schools were asked to use banners on the subject at main entrance gate of the school.

School Level - Command Principal Meet (CPM) - 2022-23)

Command Principals Meet aims at brainstorming schools related issues. It is held once in a year before Directors meet at HQ AWES in Delhi. Venue and dates are mutually decided between HQ AWES and Command AWES. CPM is chaired by COS Commands and is attended by Managing Director AWES, selected number of Chairmen, Director Schools, Director AWES Command, all principals of respective Command and one Principal each from other Commands. In 2022, respective Command conferences were held at following places:

Comd	Southern	Eastern	Western	Central	Northern Comd	South Western
Mode of Conduct	Online	Online	Online	Physical	Physical	Physical
Dates	17 Nov 22	08 Feb 2023	28 Oct 22	04 Nov 22	10 & 11 Nov 22	07 Dec 22
Place	APS Dighi	Ranchi	HQ Western Comd	APS Meerut	APS Udhampur	APS Bikaner



COMMAND PRINCIPALS MEET-2022 OF SOUTHERN COMD HELD ON 17 NOV 2022 : ONLINE MODE AT APS DIGHI (PUNE)



COMMAND PRINCIPALS MEET-2022 OF WESTERN COMD HELD ON 28 OCT 2022: ONLINE MODE AT HQ WESTERN COMD



COMMAND PRINCIPALS MEET-2022 OF CENTRAL COMD HELD ON 04 NOV 2022 : PHYSICAL MODE AT APS MEERUT



COMMAND PRINCIPALS MEET-2022 OF NORTHERN COMD HELD ON 10 & 11 NOV 2022 : PHYSICAL MODE AT APS UDHAMPUR



COMMAND PRINCIPALS MEET-2022 OF SOUTH WEST COMD HELD ON 07 DEC : PHYSICAL MODE AT APS BIKANER

Academic Excellence Awards Ceremony 2022.

Academic Excellence Awards Ceremony for the Academic year 2021-22 was held on 24 Nov 2022 at APS Shankar Vihar, Delhi Cantt. Lt Gen PS Shekhawat, SM, DG DC&W was was chief the Chief Guest and Mrs Rajlaxmi Shekhawat was Guest of Honour for the event. Results of the competition were as follows:

ACHIEVER'S TROPHY – 2022				
1 ST Position — APS Hisar (Trophy + Rs. 1,00,000/-) 2 ND Position — APS Bolarum (Trophy + Rs. 75,000/-)				
CO-SCHOLASTIC TROPHY – 2022				
1st Position — APS Delhi Cantt (Trophy + Rs. 1,00,000/-)	2 ND Position — APS Kanpur (Trophy + Rs. 75,000/-)			

CLASS	VERY LARGE	LARGE	MEDIUM	SMALL	VERY SMALL
Class X	1 ST Position — APS Barrackpore (Trophy + Rs. 1,00,000/-) 2 ND Position — APS Dhaula Kuan (Trophy + Rs. 75,000/-)	1 ST Position — APS Devlali (Trophy + Rs. 1,00,000/-) 2 ND Position — APS Allahabad (Trophy + Rs. 75,000/-)	1 ST Position — APS Pathankot (Trophy + Rs. 1,00,000/-) 2 ND Position — APS Kolkata (Trophy + Rs. 75,000/-)	1 ST Position — APS Bimmaguri (Trophy + Rs. 1,00,000/-) 2 ND Position — APS Kandrori (Trophy + Rs. 75,000/-)	1 ST Position — APS Kalimpong (Trophy + Rs. 1,00,000/-) 2 ND Position — APS Madhopur (Trophy + Rs. 75,000/-)
Class XII	1 ST Position — APS Jaipur (Trophy + Rs. 1,00,000/-) 2 ND Position — APS Mathura (Trophy + Rs. 75,000/-)	I ST Position — APS Janglot (Trophy + Rs. 1,00,000/-) 2ND Position — APS Devlali (Trophy + Rs. 75,000/-)	Ist Position — APS Pathankot (Trophy + Rs. 1,00,000/-) 2ND Position — APS Jammu (Trophy + Rs. 75,000/-)	1 ST Position — APS Tezpur (Trophy + Rs. 1,00,000/-) 2 ND Position — APS Kandrori (Trophy + Rs. 75,000/-)	I ST Position — APS Fazilka (Trophy + Rs. 1,00,000/-) 2ND Position — APS Lansdowne (Trophy + Rs. 75,000/-)





STUDENTS INDUCTED INTO NDA/TES – JAN/JUL 2022

SI.	SI Name of Cadet and NDA/TES Course Ser No					
No.	Name of APS	NDA 147 - Jan 22	NDA 148 - Jul 22	TES 46 - Jan 22	TES 47 - Jul 22	
			SOUTHERN COMD			
1.	Ahmednagar	Aditya Sanjay Bhakare	Himanshu Nagpal	-	Yash Dnyaneshwar Ambekar	
		Prashant H Chirke	Anuj Kaushik	-	-	
2.	ASC C&C,	Avinash Pandey	Ashish Kumar	Vikas Chandra Choudhry	Siddharth Santosh Ghag	
	Bangaluru	Iranina R Patil	-	-	-	
		Aditya Raj Kumar	-	-	-	
3.	Pune	Chinmay Hemant Fating	Ronak Hooda	-	Vivek Kumar Singh	
4.	Kirkee	Archies Abhay Parab	-	-	Aditya Vijay Yadav	
5.	Ahmedabad	Anup Singh Yadav	-	-	-	
	Dalawina	-	-	Rishi Bhardwaj	-	
6.	Bolarum	-	-	Aryan Sharma	-	
7.	Bangaluru (KR)	-	Saksham Kumar Singh	Gaurav Chaudhary	Ayush Singh	
8.	Dighi	-	-	-	Sushant Dadasaheb Mane	
9.	Bhopal	-	Udit Giri	-	-	
10.	Jdodhpur	-	Abhyudit Singh	-	-	
	TOTAL SC	08	07	04	06	
			EASTERN COMD			
1.	Bengdubi	Shubham Kumar	-	-	-	
2.	Ranchi	Nitesh Kumar Verma	-	-	-	
3.	Shillong	-	-	Amit Kumar Chhetri	-	
	TOTAL EC	02		01		
			WESTERN COMD			
		Rohit Bhaskar	Minakshi Kumari	Kailash Sharma	Punarv Sharma	
		Amann J Bhamare	Ritwik Pandey	-	Syed Ayaan	
1.	Dhaula Kuan	Aditya Singh Tomar	Anish Pattanaik	-	Samardeep Singh	
	Diladia Radii	-	Vardaan Upreti	-	Aditya Dalal	
		-	Devraj Singh Adhana	-	-	
		-	Purushotam Kumar	-	-	
2.	Patiala	Anshul Kadyan	Priyanshu Singh	-	Abnaer Singh Chatha	
		-	Sumit Rawat	-	-	
3.	Amritsar	Sachin Kumar Singh		-	-	
4.	Chandimandir	-	Shanan Dhaka	Dipanshu	Akshat Ranaut	
5.	Shankar Vihar	-	Swati Dusad	Aman Gangwar	Anirudh Pandey	
			-	Jas Simar Malhotra	-	
6.	Jalandhar	-	-	Rahul	-	
7.	Ambala	-	Harsh	Sahil Sasson	-	
			Atul	-	-	
8.	Janglot	-	-	Varun Verma	-	
9.	Sangrur	-	-	-	Manan Sheel	

SI.			Name of Cadet and N	DA/TES Course Ser No	
SI. No.	Name of APS	NDA 147 - Jan 22	NDA 148 - Jul 22	TES 46 - Jan 22	TES 47 - Jul 22
10.	Ratnuchak	- 341122	-	-	Rahul Choudhary
11.	Beas	-	Shauryavrat Rathore	-	-
	Clement Town				
12.	Dehradun	-	Hemant Singh Bisht	-	-
13.	Delhi Cantt	-	Arsh Pandey	-	-
14.	Noida	-	Tejas Sharma	-	-
15.	Tibri	-	Harsimran Kaur	-	-
	TOTAL WC	05	17	07	09
			CENTRAL COMD		
	Nehru Road,	Sushant Kumar Singh	Abhishek Pandey	Anujith SM	Prakash Ranjan
1.	Lucknow	Yuvraj Singh Chauhan	-	-	Abhishek Pandey
		Ayush Kumar Jha	-	-	-
2.	Meerut	Bineet Kumar	-	-	-
3.	No 2 Roorkee	Abhay Singh	-	-	-
4.	Ranikhet	Aryan	Shishir Joshi	-	-
5.	Mhow	Kartikeya Agnihotri	Nikul Singh	Suraj Pawar	Purusharth Singh Rathore
6.	SP Marg, Lucknow	Amit Kumar	-	-	Sidharth Shekhar
7.	LBS, Lucknow	Jasmindra Singh	Shivan Pandey	Akash Singh	-
/.	LD3, LUCKITOW	-	Vedant Dwivedi	-	-
8.	Agra	-	-	Prakhar Yadav	-
<u> </u>	Agia	-	-	-	-
9.	Gorakhpur	-	Aditya Madheshiya	Deepak Sartunge	-
10.	Pithoragarh	Pankaj Singh Panu	-	-	-
11.	Roorkee No 1	-	-	-	Aniket
	Troomee tro	-	-	-	Vedant Pant
12.	Hempur	-	Abhinav Joshi	-	-
13.	New Cantt Prayagraj	-	Anubhav Singh	-	-
14.	Varanasi	-	Krishna Nand Singh	-	-
	TOTAL CC	10	09	05	06
			NORTHERN COMD		
1.	Raiwala	Sagar	-	-	-
2.	Mathura	Tushar Talan	Prakash Bhaskar Gaikwad	-	-
		Aman Thenua	-	-	-
3.	Srinagar	-	-	Junaid Farooq Mir	-
TOTAL	NC	03	01	01	
		SO	UTH WESTERN COMD		
1.	Bikaner	Anurag Pandey	-	Hemant Kumar	
2.	Hisar	Vinay Kumar	Anirudh Singh	-	Hrishi Raj Singh
3.	Bathinda	-	Rahul Yadav	Harmanmeet Singh	-
4.	Jaipur	-	Nishant Singh	-	Yogesh

	COMMAND WISE SUMMARY: 2022							
SI. No.	Comd	NDA-147	NDA-148	TES-46	TES-47	Total	Remaks	
	Remarks	08	07	04	06	25		
2.	Eastern	02	-	01	-	03		
3.	Western	05	17	07	09	38		
4.	Central	10	09	05	06	30		
5.	Northern	03	01	01	-	05		
6.	South Western	02	03	02	02	09		
	Total	30	37	20	23	110		

COAS Commendation Card

COAS has awarded COAS Commendation Card to the following Principals and Teachers of APSs vide MS Branch letter No A/45101/CC/44/INSTANT/MS (X) dt 17 Nov 2022.



Mrs Vidya Muralidharan Principal, Golconda



Mrs Bharati Jiandani PGT (GRO), Devlali



Mr Rajendra Goutam TGT (Maths), Saugor



Mrs Veena K Thimmaiah Faculty, Army Institute of Fashion & Design, Bengaluru



Mrs Banani Hazarika Principal, Tezpur



Mr Kalyan Kumar Kar TGT (Maths), Kolkata



Mr Kamlesh Joshi Principal, Ranikhet



Mrs Meetu Rathore Principal, Pathankot



Mrs Diksha Mahajan, PGT (Pol Science), Pathankot



Dr (Mrs) Neetu Kapoor Principal, Delhi Cantt



Mrs Rajni Chauhan TGT (Maths), Jammu PRT, Jammu



Ms Sheela Sharma



Mr Sanieev Kumar Principal, Udhampur



Mrs Satvinder Kaur Brar PGT (Eng), Jaipur



Mrs Sonali Mehra PGT (Bio), Kota

National Level Recognosation

Dr Suchitra Bandyopadhyay, Principal APS Kolkata felicitated by Director, CBSE as Army Public School Kolkata secured 2nd position' in the most innovative school category out of 7000+ schools, more than 90, 000 students and 10000 mentors across the Nation.

Dr Suchitra Bandyopadhyay, Principal APS Kolkata received the "Leader of the Year Award 2022" by Skill Development Centre for Education Registered under MSME, Govt of India & Certified with ISO and recognized by Sahodaya School Complex in Grand GALA CED 8th Annual Conference "Skill Education & Sustainable Development Goal-4".

Dr Neetu Kapoor, Principal APS Delhi Cantt was awarded the most prestigious "Delhi State Teachers award for the year 2022" in the category of principals of big schools on 05 Sep 2022 for her meritorious and exemplary contribution in the field of education. She received the award from Mr Manish Sisodia Deputy CM Delhi.

Ms Hemalatha Srinivas, TGT Science of APSDC was awarded with the most prestigious "CBSE Award of Excellence" for her meritorious and exemplary service in the field of education.







GOC-in-C Commendation Card



Mrs Komal Sood Principal APS Dhaula Kaun



Mrs Jyoti Rana Principal, APS NOIDA



Mrs Deepti Sharma Principal APS . Kandrori



Mrs Vishakha Sharma Principal APS Janglot



Mrs Anju Saini Principal APS . Madhopur



Ms Anjula Sharma TGT (Hindi) APS Pathankot



Mrs Neelam Bala PRT, APS Ambala



Ms Rekha Garg PRT, APS Ambala



Ms Rosv Sharma APS Nahan



Dr Surendera Kr. Gulati Professor Obst & Gynae ACMS Delhi Cantt



Dr Sharmila Dudani Professor ACMS Delhi Cantt



Dr (Mrs) Rupali **Gupta** Principal (APS Agra Cantt)



Mrs Neena Shankar Principal (APS Allahabad Cantt)



Mr Pradeep Kumar Principal (APS Gopalpur)



Mrs Rosamma Kurian Principal (APS Varanasi)



Dr Chandrabhan Kumar Pandey GT (Hist), (APS Danapur Cantt)

GOC-in-C Commendation Card

Dr Jyoti Bedyal, Principal has been conferred with the GOC-In-C Northern Command Commendation Card in the Command Principal Meet-2021 in recognition of her excellent leadership acumen, winner's spirit, significant work & amp; contribution in the field of education.



PGT (History) APS Kota





Mrs Sonia Anish PGT (Computer PGT (Biology) Science) APS Bikaner APS Bathinda



Mrs Murti Devi Safai Karamchari APS Bathinda











MD Visit to Schools

PRESIDENT AWWA AT HQ AWES ON 01 JUN 22



DG DC & W VISIT AT HQ AWES ON JUN 22







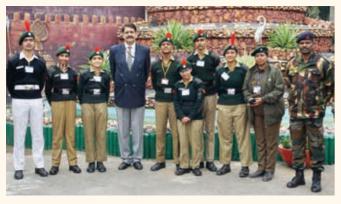
AG VISIT TO HQ AWES ON 10 JUN 22







REPUBLIC DAY CAMP 2023- PARTICIPANTS OF APS



AG WITH DIR COMDS & AWARD WINNING PRINCIPALS
AND STAFF AWES ON 25 NOV 22 AT HO



MD AWES WITH DIR COMDS & AWARD WINNING PRINCIPALS AND STAFF AWES DURING HR SEMINAR ON 25 NOV 22 AT HQ AWES



VISIT OF OUTGOING DG DENTAL SERVICES
TO HQ AWES- MAY 22



VISIT OF DG, DENTAL SERVICES TO HQ AWES- JULY 22



AWES RAISING DAY- 29 APRIL 22





DIRECTOR COLLEGES



Col Himmat Singh (Retd)

Director Colleges

The Higher Education ecosystem of the country, inter alia, comprise of more than one thousand universities and sixty thousand colleges and institutions. It is estimated that more than 31 colleges exist per lakh eligible population of students; enrolment has increased by 21% in last less than 10 years. At undergraduate level, the enrolment is highest in Arts (33. 5%) followed by Science (15. 5%) Commerce (14%) and Engineering & Technology (12%) . There are various forms of Higher Education viz, General, Vocational and Professional/Technical with distinctive objectives. While enrolment in 'General' programmes is influenced by socio-cultural outlook; govt is now focussing more on 'Vocational' form to provide fillip to employment and productivity.

Army Welfare Education Society (AWES) is proud of raising twelve institutions of Higher Education across the country. These include one each of professional studies in Engineering, Medicine, Dental Science, Fashion Design, Hospitality, Education and two each in Management, Law and Nursing. All these institutions put together have an annual intake of close to 1500 students with total capacity of more than 5000. Our short-term perspective plan (2023-26) envisages doubling of the annual intake by increasing existing intake in popular programmes and introduction of new programmes in emerging disciplines of future. AWES model of academic growth aims at achieving long-term self sustainability through resource optimisation and revenue generation. In this regard 'Day-boarding', as required, has been approved by the Board of Governors (BoG); monetisation of immovable assets is being worked out for implementation. Overall, the scope of perspective plan is defined by demand / aspirations and financial viability of meeting the same.

The National Education Policy (NEP - 2020) has envisaged makeover of education system, including Higher Education. Key areas, which have been addressed include fragmented structure with rigid separation of disciplines, regulatory / governing bodies, leadership, quality / career of educators, learning outcomes and research. Apropos, the policy has emphasised on establishment of Multidisciplinary Institutes of Higher Education, introduction of flexible and liberalised curriculum, institutional autonomy

with governance based on 'light but tight' control, merit-based career for faculty and impetus to research. The AWES framework of higher education will require re-modelling to align to NEP - 2020, at least in such areas, which distinctly offer advantages over existing setup. The mind set of 'Status-quo Ante' will have to give way to 'Open and Progressive Thinking for Change'. We have taken lead in channelising our future planning toward transforming identified campuses into "Multidisciplinary Hubs of Higher Education". Further, vocational / skill-oriented programmes are being considered for introduction in our colleges / institutes in the near future. The total annual enrolment is planned to be upscaled to approximately 3000 by 2026.

Welfare character of AWES institutions is sacrosanct but academic excellence must be pursued aggressively, which ensures talent retention of motivated quality faculty and reinforces the process of churning out competent professionals and global citizens. Indeed, the dichotomy is to be addressed with application of a balance of all vital factors with diligence. Challenges are there in financials also, which are surmountable by leveraging 'economy of scales' in favour of overall financial health and self-sustenance. With no financial support ex 'Public Fund', depleting availability of "Non-public Funds" over years and need to keep fee under check, the viability and growth of our institutions merits pragmatic examination. The stakeholders in administration and management must appreciate the complex dimensions and support / undertake initiatives, which contribute to mitigate the problems.

Higher Education is one of the defining factors to shape every human being, society and the country. The knowledge economy contributes to overall development and financial security. Therefore, it is imperative to create conditions, which drive sustainable growth. AWES must assume the role, howsoever small, in nation building, through contributions in the field of education.

ARMY INSTITUTE OF EDUCATION

GREATER NOIDA

ADMISSION STATUS

► The admissions are through a Common Entrance Test (CET), conducted by the university. 83 students joined B.Ed and 08 students joined B.Ed Special Education during 2022-23.

INSTITUTIONAL RANKING AND ACCREDITATION

► The institute has been awarded 'A' grade by Joint Assessment Committee (JAC) of GGSIPU in the past 6 years and NAAC Accredited. AIE is approved by NCTE and registered with RCI.

NATIONAL CERTIFICATIONS

- ► The institute achieved Environment Audit Certificate for 2022-25 and Green Audit Certificate with Platinum Ranking.
- The institute had been certified as 'Recognized Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution' by Mahatma Gandhi National Council of Rural Education (MGNCRE), Gol.

UNIVERSITY RESULT

B. EQ Batch 2020-22						
Name	Position	Marks	Analysis			
Kiran Kumari	I	89.26%	Total No. of			
Monika Sharma	II	88.19%	students- 88 Above 75%- 81			
Neha Sinha	III	87.37%	60<75% 07			
B. Ed S	pecial Education	on (LD) Batch :	2020-22			
Ritika Mehta	I	81.65%	Total No. of			
Munesh Kumari	II	79.96%	students- 08 Above 75%- 07			
Ranjeet Singh	III	78.58%	60<75- 01			

PLACEMENT RECORD

AlE has proven itself to be a centre of excellence since its establishment and has always had excellent placement records. Student teachers of AlE are the preferred choice of many renowned schools like DPS Patiala, Gateway International School Sonipath, Haryana, Christ International School Latur Maharashtra, Dalhousie Public School Dalhousie HP, Byju'sAcademic, Rayan International School Vasant Kunj Delhi etc. all over India.

AWARDS

- ▶ Dr Abhilasha Gautam, Principal AIE was awarded with 'Community Development Certificate' by Shah Dental Hospital, Sangli for cooperation in Organizing the Dental Health, De-Addiction, Environmental Awareness, Literacy and National Integration Campaign on 16 Feb 2022.
- ▶ Dr Abhilasha Gautam, Principal AIE was awarded with 'PAAI- The Change Maker Award 2022' in National Education Conference 2022 organised by Prithvi Abhyuday Association- India in collaboration with Maharishi University of Information Technology on 24 July 2022.
- ▶ Dr Abhilasha Gautam, Principal AIE, is awarded with 'National Innovative Teacher Award 2022' for excellent innovative educational work in National Level Educational Innovations Conference 2022 held on 19-20 May 2022 at Shri Jairam Vidyapeeth, Kurukshetra, Haryana.

ACTIVITIES ULLAS

▶ Ullas-2K22-ArmyInstitute of Education organized 3-day Annual Cultural Fest Ullas2K22 from 11-13 May 2022. The event was graced by the presence of Maj Gen (Dr) RK Raina, SM (Retd), MD AWES as the Chief Guest. Other dignitaries included Brig

B. Ed Batch 2020-22									
Total Students	Appeared for Placement	Total number students placed	Highest Salary	Lowest Salary	Average Salary				
88	73	73	₹ 58,000	₹ 20,000	₹ 26,829				
00	75	/3	/3	73	/3	/3	per month	per month	per month
	B. Ed Special Education (LD) Batch 2020-22								
8	0	0	₹ 35,000	₹ 20,000	₹ 28,375				
0	0	8 8	per month	per month	per month				

AK Sharma, BGS, HQ Delhi Area, Mrs Harinder Sharma, Col Vivek Jalla, SO HQ Delhi Area, Air Cmde (Dr) JKSahu, (Retd), Dir AIMT, Col Rajendra Pandey, Registrar, AIMT, Mrs Pratima Pandey and Mrs Shalini Rajvanshi. Various Intercollegiate and Inter-House competitions were held during the fest. Invites were sent to 150 Institutes and received 80 entries from 35 colleges.

NATIONAL SEMINAR

Army Institute of Education, Greater NOIDA organised a two-day National Seminar on the theme' Inclusive Education for Sustainable Development: from Idea to Action'. Dr.Abhilasha Gautam, Principal AIE, in her welcome address, welcomed the Chief Guest, Dr WG Prasanna Kumar, Chairman, MGNCRE, Dr Himangshu Das, Director, NIEPVD. Overall, the National seminar event was a success.

ALUMNI MEET

'Anusmaran-2022' Alumni Meet & Awards of Excellence Ceremony-Army Institute of Education, Greater Noida organized 'Anusmaran-2022' Alumni Meet & Awards of Excellence Ceremony on 24 June 2022 to felicitate, consolidate and coordinate Alumni Activities.

PANEL DISCUSSION

▶ IQAC and R&D Club of the Institution organized Panel Discussion on National Education Policy 2020 on 18 Jun 2022. Resource Persons were Dr Pratibha Garg, Add Dir (Academics), AWES Cell, HQ Western Command, Prof (Dr) Rainu Gupta, Dean SOE, Sanskriti University, Mathura, Dr Ram Shankar Saxena, Assistant Professor, Amity Institute of Rehabilitation Sciences, AUUP. Dr.Abhilasha Gautam, Principal, AIE Moderated the Panel Discussion.

FACULTY DEVELOPMENT PROGRAMME (FDP)

▶ Internal Quality Assurance Cell (IQAC) of Army institute of education in collaboration with Pandit Madan Mohan Malviya National Mission of Teachers and Teaching Ministry of education (PMMMNMTT), TLC of Ramanujam College (DU) organized a One Week Faculty Development Programme on "Development of MOOCs: Concepts and tools" from 10th to 16th March 2022.

PERSONALITY DEVELOPMENT PROGRAMME (PDP)

➤ Training and Placement Cell, AIE organized various skill building workshops under Personality Development Programme for B. Ed & B.Ed. Spl. Ed (LD) Batch 2020-22.

OUT REACH PROGRAMME

Puneet Sagar Abhiyan

Army Institute of Education has organized a campaign under "Puneet Sagar Abhiyan" on 09th Sept 2022. The campaign was conducted by NSS Cell under the guidance of In-charge Mr. Yogesh Kumar Assistant Professor AIE.

VISIT

- ▶ Lt Gen PS Shekhawat, SM, DG, DC & W visited the Institute on 7 Jun 2022.
- ▶ Brig AK Sharma, BGS, HQ Delhi Area visited the Institute on 7 May 2022.
- ▶ Joint Assessment Committee (JAC) visit was held in the institute on 6 May 2022. Dr Deepak Kumar, Joint Registrar, GGSIPU, New Delhi, Mr SS Kanawat, IAS Officer (Retd), and Prof Puran Chand, Former Joint Director, NCERT, MHRD, Gol were the Inspecting Officers.
- ► Audit for ISO 9001:2015 was conducted in online mode by Dr Pramod Arya on 15 Feb 2022.

PHOTOS





ACN

JALANDHAR CANTT

ADMISSIONS STATUS: 2022-23

B. Sc. Nursing						
Nomenclature	Army	Civil	UT's	Total		
Total Students applied	236	121	3	360		
Total students appeared	185	118	3	306		
Total Students Qualified	95	15	3	113		
Admitted Students	43	5	2	50		
	M. Sc	. Nursing				
Total Students applied	7	16	NA	19		
Total Students applied	3	10	INA	*01 Assam Rifles		
Total students appeared	3	15	NA	18		
Total Students Qualified	3	15	NA	18		
Admitted Students	1	8	NA	9		

UNIVERSITY RESULT

	B.Sc. Nursing : Batch 2017-2021					
S.No.	No of Students Appeared	University Rank				
(a)	49	49	5th, 12th, 14th, 15th, 19th, 20th 05 students got more than 75% marks.			
		B.Sc. Nursing: Batch 2019-203	21			
(a)	20	20	University do not have any ranking system for PG Courses.			

PLACEMENTS

S. No.	NAME OF HOSPITAL/ ORGANIZATION	APPEARED	SELECTED	NO OF STUDENTS JOINED	SALARY
1	Community Health Officer under National Health Mission, Govt of Assam	5	5	5	Rs 4.2 Lac CTC
2	Rajiv Gandhi Cancer Institute and Research Centre, New Delhi	39	39	37	Rs 3.00 Lac CTC
3	Sri Balaji Action Hospital & Action Cancer Hospital, Delhi	5	4	2	Rs 2.76 Lac CTC
4	Tata Medical Centre, Kolkata	5	5	3	Rs 2.58 Lac CTC
5	Pratiksha Hospital, Guwahati	5	5	2	Rs 1.80 Lac CTC
	Total	49 Stu	ıdents		





ACHIEVEMENTS

The college has got B+ Grade in first cycle of NAAC Accreditation held in Mar 2022. ACN is the maiden institute under Baba Farid University of Health Sciences, Faridkot for having gone through NAAC and successfully accredited.

ADMISSIONS

The admission to ACN is exclusively for the daughters of serving / retired Army persons. For admission to ACN, the candidate must have passed 10+2 with Physics, Chemistry, Biology and Pass in English with a minimum of 45% aggregate marks. Admission to college is through Online Admission Test (OAT) conducted annually during May/Jun every year. Final admission to college is based on counselling conducted by the college based on merit of OAT. The annual intake of the college is 60 students per year.

For admission to ACN, the candidate must have passed 10+2 with Physics, Chemistry, Biology and Pass in English with a minimum of 45% aggregate marks. For admission to ACN, the candidate must have passed 10+2 with Physics, Chemistry, Biology and Pass in English with a minimum of 45% aggregate marks.

CLINICAL TRAINING

Nursing is a clinical oriented course, which is achieved through posting of students in various clinical areas during their four year course. Military Hospital, Jalandhar Cantt is the parent hospital for clinical training of students. For Oncology and Neurology training, the students are posted at Command Hospital(Western Command), Chandimandir. Also the students are posted for Rural and Urban Centers i.e. Khem Karan Vihar MI Room, 11 Corps MI Room and PHC JamsherKhas. The students actively participate in various health checkup camps organised at Station through MH Jalandhar Cantt as well urban community

RESULTS

The college has always been achieving 100% results in the university examinations with a large number of distinctions.

PLACEMENTS

The Placement Cell of the college ensures 100% placements in reputed multi specialty hospitals across the country, with a handsome salary package. For the placements of B Sc (Nursing) Fourth Year of Academic Session 2021-22, a total 24 hospitals participated. In addition, webinars for B Sc (Nursing) Fourth Year students for placement opportunities as well higher study abroad are also conducted.

ALUMNI

ACN has a vibrant Alumni Association named "JACONites" which is registered under the Societies Registration Act (XXI of 1860) and as amended by Punjab Amendment Act, 1957.



Mai Pinki





Capt Manpreet

Capt Ashima

Chauhan (2007-11) Gill (2010-14)

ACN is a principle feeder for Military Nursing Service (MNS) as 151 Alumni of the college have joined as Short Service Commissioned Officer in MNS. Further, four of its alumni have also joined Armed Forces / Air Force. At present four of its alumni are posted in Military Hospital, Jalandhar Cantt, as follows: -

ACTIVITIES

In view of its unique nature i.e. admission exclusively for the daughters of Army personnel, the clientele of the college is spread PAN India. Hence, all the festivals are celebrated by the college as one family as part of National Integration.

HOBBY CLUBS

For an all round development of the students, various hobby clubs have been instituted by the college. In addition, the college has also established Students Nurses Association (SNA), National Cadet Corps (CC), National Service Scheme (NSS) and Youth Red Cross (YRC) units. The students are actively participating in the various programme being conducted by these units. The college has excelled in fields of Nursing education & clinical training and is a leading premier Nursing Training Institute of North India.

Combined Annual NCC Training Camp No 38 was organised by 2nd Punjab Girls Bn (NCC) in which ACN cadets got First Position in Guard of Honour, Group Song & Tug of War and Second Position in Painting Competition and Collage Making Competition..... 09 cadets of the college also donated blood during the



GREATER NOIDA

ARMY INSTITUTE OF

RANKINGS

Army Institute of Hotel Management, Bengaluru is striving to be a leader in hospitality education. The Institute has again produced rank holders in the University examinations which were held in August, 2022.

ACHIEVEMENTS AND ACTIVITIES

Ms Swati Tandon was adjudged as , the 'First Rank' holder and Ms Priya Kharade as the 'Fourth Rank' holder, both of XXIII course in the Bengaluru North University Examinations. They were felicitated by the Chairman in the Annual Day 2022.

The Placement Track record hit during the pandemic, is pacing towards normalcy. AIHM& CT students have been placed in leading hotels, retail sector, and facility management companies.

CATEFETE 2022

The 5th edition of the inter-collegiate competition was held on 21 and 22nd July 2022, saw participation from 10 colleges and a Jury selected from the industry. 'Post Covid Strategies' and 'Hotel Operations' were the highlights of the discussions.



A team of students from Army Public School, Kamaraj Road were invited to participate in a Quiz Competition. This gave the students an insight to activities at AIHM& CT.

ALUMNI MEET

More than 75 alumni across the globe attended the Alumni Meet held on 10 Sep 2022. A cultural show put up was well received.





Ms Swati Tandon of XXIII Course received Award from Bangalore University Examination.

WINTER CARNIVAL

The Winter Carnival was celebrated with fun and frolic by the students of AIHM& CT. The evening included food, mocktails, games and music. Students unleashed their talents at planning, coordinating and executing an event. A group of students from Army Public School, Para Centre were invited to be a part of the event.

ARMY DAY CELEBRATIONS

Several events were conducted to mark the Army Day Celebrations like Painting Competition, Debates and Essay Writing.

INTERCOLLEGIATE COMPETITIONS

AIHM&CT students bagged the first prize in a Culinary Competition conducted by TJohn College, Bengaluru.





SIXTH CONVOCATION CEREMONY

The MBA degree was awarded to the students of the MBA 15th and 16th Batch during the sixth convocation ceremony, which was held on November 19, 2022, at AIMT, Gr. Noida. Prof. Santi Shree Dhulipudi Pandit, the Hon. Vice-Chancellor of the Jawaharlal Nehru University in Delhi was the Chief Guest. Major Ranjit Goswami, the Global Head of Corporate Affairs for Tata Consultancy Services, Ltd.& GOC Delhi Area & Patron AIMT Lt Gen Dhiraj Seth attended the ceremony as the Guest of Honours.



NEW BEGINNING

- MBA DATA ANALYTICS 60 Seats
- PG DIPLOMA IN DATA ANALYTICS 60 Seats (With Option of Day Boarding)





5TH INTERNATIONAL CONFERENCE ON ENTREPRENEURSHIP AND INTELLECTUAL PROPERTY RIGHTS (HYBRID MODE)

HR CONCLAVE 2022 - "FUTURE OF WORK (HR ENVIRONMENTAL, SOCIAL AND GOVERNANCE (ESG) GOALS)"

ESG is an opportunity to build a more sustainable business and enhances relevancy and trust with organization's stakeholders, while keeping in mind the Environmental, Sustainable and Governance Goals

ARMOTSAV (CULTURAL AND SPORTS FEST)

Armotsav was organised in AIMT on April 28, 2022 and lasted for three days. Students participated in various sports, cultural and quiz competition, Maj Gen Alok Kackker, Chairman AIMT was the Chief Gust for the prize-distribution ceremony.

THE MARKETINAR 2022

"Impact of Influencer Marketing on Behavioural Intentions of Millennials (Gen Y) & Centennials (Gen Z)"

Innovation marketing is based on the notion that both marketing techniques and the dynamics of the corporate world are always evolving and the expanding number of social media clients sets out new opportunities in the advertising and marketing world.

	STUDENTS ACHIEVEMENTS
Ms. Joti Bala, MBA- 15	Overall, COAS All Round Rolling Trophy for the best student
Mr. Parakh Agarwal, MBA- 16	Overall, COAS All Round Rolling Trophy for the best student
Ms. Himanshi Negi, BBA-01	Overall, COAS All Round Rolling Trophy for the best student
Mr. Rahul Kumar Sah, MBA-15	The first academic excellence award
Ms. Nimisha Shreevastava, MBA-16	The first academic excellence award
Ms. Himanshi Negi, BBA-01	The first academic excellence award
Ms. Nikki Singh, MBA-15,	The second academic excellence award
Ms. Kumari Devki, MBA-16	The second academic excellence award
Rajnish Kumar Dwivedi, BBA-01	The second academic excellence award
Ms.Monika Sharma, MBA-15	The third academic excellence award
Parakh Agarwal, MBA-16	The third academic excellence award
Dhiman Panda, BBA-01	The third academic excellence award
Ms. Kumari Devki, MBA-16	TATA memorial Scholarship award, First position
Ms.NimishaShreevastava, MBA-16	TATA memorial Scholarship award, Second position
Mr. Ankit Patil, MBA-17	TRADE-A-THON, 2nd position with cash award of₹ 50,000/-
Mr. Tejas Dongare	National student award for Contribution in farmer welfare and rural development by Rural Marketing Association of India 2022

AIL

ARMY INSTITUTE OF LAW

MOHALI

B.A.LLB-100 SEATS

Army Category : 75%
Punjab Resi Civ Category : 20%
All India GeneralCategory : 5%

LL.M- 15 SEATS

Army Category : 75%
Punjab Resi Civ Category : 20%
All India GeneralCategory : 5%

LL.M (ONE YEAR) COURSE (15 SEATS) THE DETAILS ARE AS UNDER:-

Category	Seats	Seats Filled	Vacant
Army Category	12	09	03
All India Civ Cat	01	01	-
Punjab ResiCiv Category	02	02	-

PLACEMENTS (BATCH 2017-2022)

Out of 32 students who opted for campus placements, 27 students have been placed. Higher CTC offered is ₹ 16.0 Lac per annum and minimum CTC offered is ₹4.0 Lacs per annum.

RANKING OF AIL

RANKING-2023

Careers 360

3rd Best School in the Private Sector 2nd Best School in Student Quality – Private 1st Best School in the State of Punjab

RANKING-2022

Ranking by National Institutional Ranking Framework (NIRF) 26th out of top 30 Institutes of the country.

EVENTS ORGANIZED

AZAADI KA AMRIT MAHOTSAV, 11 JAN 2022

Azaadi Ka Amrit Mahotsav- Awareness Programme on Intellectual Property Rights was conducted in virtual mode.





NATIONAL GIRL CHILD DAY, 24 JAN 2022

National Girl Child Day was celebrated in virtual mode on 24th January, 2022



NATIONAL SEMINAR, 24 SEP 2022

National Seminar on the Theme "Environmental Challenges in the 21st Century: Emerging Legal Framework" was conducted in virtual mode.



3RD SURANA & SURANA AND AIL NATIONAL FAMILY LAW MOOT, 10-12 MAR 2022

Hon'ble Mr Justice Harsimran Singh Sethi, Judge Punjab & Haryana High Court, Chandigarh, Mrs Anudeep Kaur Bhatti, Chief Judicial Magistrate (HCS), Mr. Anil Malhotra, Advocate, Punjab & Haryana High Court and Dr Tejinder Kaur, Principal, AIL at the 3rd Surana & Surana and AIL National Family Law Moot Court Competition conducted in virtual mode



AIL ANNUAL DAY, 20 MAY 2022

Prof Arvind, Vice Chancellor, Punjabi University, Patiala, Prof Gurpreet Singh Lehal, Dean, College Development Council, Punjabi University, Patiala, Maj Gen Vikram Taneja, MG AOC HQ Western Command & Chairman, AIL, Dr Tejinder Kaur, Principal and Col S P Singh (Retd), Registrar with the awardees of various activities.

ALUMNI MEET. 12 NOV 2022

The Meet was conducted at DSOI, Panchkula

'CHECKMATE' MOOT COURT COMPETITION, 27 NOV 2022

Prof. Balram K Gupta, Former Director (Academics) Chandigarh Judicial Academy,Mr. Anil Malhotra, Advocate, Punjab And Haryana High Court, Hon'ble Mr. Justice Vikas Bahl, Judge Punjab And Haryana High Court, Dr Tejinder Kaur, Principal and Col S P Singh (Retd), Registrar along with winners.

ACHIEVEMENTS OF AIL STUDENTS

AlL team was declared winner in the Themis National Moot Court Competition, 2021 held on Dec 11th-12th, 2021 at School of Law, Christ University, Pune. The team has won a cash prize of ₹ 20,000/- and an annual subscription of SCC. Aakriti has also won the Best Speaker Award with a cash prize of ₹ 5000/-.

AIL team bagged Best Memorial award in the 5th Seth Jagannath Bajaj Memorial Online RNBGU National Moot Court Competition held at RNB Global University, Bikaner (Rajasthan) on 15-16 Jan 2022. The team was awarded cash prize of ₹ 2100/-. Ms.Jaismeen (2078) stood Best Speaker and won cash prize of ₹ 1100/- and Ms. Kiran was declared Best Researcher and won cash prize of ₹ 2100/-

Awantika Sharan, Roll No: 2133, has won High Commendation Award at Ashoka MUN held from 19-20 March, 2022. She has been awarded with a cash prize of ₹800/-.

AlL teambagged Best Memorial award with a Certificate in the 5th National Moot Court Competition organized by Rayat&Bahra University, Mohali from 02-03 Jun 2022.

Manmohan Tiwari, 1st year student has been awarded Honourable Mention at the University Institute of Engg& Tech (UIET), Chandigarh MUN held from 4-5 Jun 2022. The student has been awarded with a Certificate.

Dhruv Khanduri (2173) bagged Best Advocate (Male) award with a cash prize of ₹ 10,000/- and Samika Verma (2123) Best Advocate (Female) with a cash prize of ₹ 10,000/- in the Symbiosis Law School, Pune'International Criminal Trial Advocacy-2022 Competition' held on 21-24 April, 2022.

AdvaitVitekar of 2ndyear (2164)won the Best Speaker Award and a cash prize of ₹ 5,000/- in the Rakesh Aggarwal Memorial (Online) National Debate Competition, 2022 held at Intellectual Institute of Management & Technology (IIMT), Delhion 22 Sep 2022.

AIL team won 'Third Best Team' in the 5th Surana & Surana and RGNUL International Moot Court Competitionheld at RGNUL, Patiala from 29th September-1st October 2022. Ms Lakshita Mehta bagged the title of 'Best Student Advocate' with a cash prize of ₹8,000/- and Ms Inayat Dhaliwal was declared the '4th Best Student Advocate' in the competition.

AIL team won the title of 'Best Team' in the 3rd National Mediation Competition held at IMS UNSION University, Dehradun from 29th September-1st October 2022. The team was awarded with a cash prize of $\stackrel{?}{\sim} 5.000$ /-.

AIL team was declared Winner in the Kerala Law Academy (KLA) 3rd National Trial Advocacy Competition (Virtual), 2022 held from 13-15 October, 2022. The team was awarded with a cash prize of ₹ 10.000/-.

AlL team was adjudged 'Runners Up' in the Kerala Law Academy (KLA) 3rd National ADR (Virtual) Competition, 2022 held from 12-14 October, 2022. Ms Vanshika Arora has further bagged the title of 'Best Rapporteur' and the team has also been awarded with having the Best Script as well.

AlL Team was declared 'Runner up' in the 2nd Prof Anil Kumar Thakur Memorial National Debate Competition held at Dept of Laws, Panjab Univ, Chandigarh on 10 Nov 2022. The team was awarded with a cash prize of ₹ 2000/- and individual Trophy + Certificates.

AlL teamwas declared winner of the competition - Cognoscenti held at Rajiv Gandhi National University of Law, Patiala (Punjab) on 16 Nov 2022. The team was awarded with a cash prize of ₹ 11,000/- along with a Trophy. Pratham Kadian was adjudged as Best Speaker and was awarded with a Certificate of Appreciation.

AIFD

ARMY INSTITUTE OF FASHION AND DESIGN

BENGALURU

Army Institute of Fashion & Design, Bangalore is one of the premiere institutions in the country offering holistic education in the design field. AIFD was founded in 2004 under the aegis of Army Welfare Education Society. The institute successfully completed the second cycle of NAAC Accreditation in March 2022. The Institute has been participating in National Institutional Ranking Framework (NIRF) since 2017.

RANKING

The Institute was ranked 12th nationally by India Today-NDRA survey of professional colleges and 14th by The Week Magazine in 2022.

UNIVERSITY RESULTS

The Institute is affiliated to Bengaluru North University. The students of the institute are excellent in academics. In 2022, the B.Sc. Fashion & Apparel Design students (Batch 2018-21) of this institute have bagged the top four ranks of the available 5 in University level examinations. The M.Sc. Fashion & Apparel Design (Batch 2019-21) students bagged all five ranks.

PLACEMENTS

Placements in AIFD have steadily improved every year. AIFD managed to place all students even during the slow pandemic years. In 2022, AIFD was ranked 6th in terms of campus placements, a very creditable performance indeed, in comparison to National level institutes. AIFD is proud to acknowledge Landmark, Puma and Reliance as their campus partners.

ADMISSION STATUS

After the under-subscribed pandemic years, admissions are slowly picking up. Admissions are already underway for the 2023-24 Academic sessions.



(Newly constructed Interior Design & Decoration Classroom)



COAS awardees meeting the President of India, Smt Draupadi Murmu at Army House on 15th December, 2023

NEW COURSE

AIFD introduced a new course, B.Sc. in Interior Design & Decoration in 2022-23. Karnataka was the first state in the country to implement the National Education Polisy-2020. The B.Sc. IDD and B.Sc. FAD course are both NEP syllabus compliant. A new classroom was constructed, along with new infrastructure for the course.

ALUMNI MEET

The institute recently conducted an Alumni Meet on Jan 4th 2023. The all-day meet was widely appreciated by all the Alumni present.

VIJAY DIWAS 2022

AIFD & AIHM & CT jointly organised a run on the occasion of Vijay Diwas on December 16th 2022. Students and faculty enthusiastically took part in the event.

ARMY DAY CELEBRATIONS 2023

Army Day was celebrated with great verve this year. The celebrations began with a talk by AIFD Registrar & HOA, Col R Balaji on "The significance of Army Day" on 9th Jan 2023. A quiz competition on the same theme was conducted on the 10th, a painting and essay writing competition on the 11th& 12th of Jan January respectively. Students witnessed the rehearsals of the Army Day Parade. The final year students were privileged to watch the pomp and pageantry of the Parade on the 15th of January at the MEG Centre Grounds.

FACULTY AWARD

Mrs Veena K Thimmaiah was awarded the Chief of Army Staff Award in 2022. She was invited to Army House, New Delhi on the occasion of Vijay Deiwas 2022.

ARMY COLLEGE OF DENTAL SCIENCES

SECUNDERABAD

HIGHLIGHTS

Establishment of the comprehensive treatment clinic in the hospital and functioning from 15th June 2022

Career progressing seminar on 'what's next after bds' organized by career and guidance cell and scientific academic forum on 24th June 2022 with national and international speakers from USA, UK, UAE, BRAZIL, and INDIA.

GOC in C Southern Command visited the campus on 20th Aug 2022.

Lecture on awareness of sexual harassment at the workplace conducted by POSH committee on 4th Nov 2022. Resource person – Mrs. Kondaveeti Satyavati

Annual sports and cultural intra college meet plexus 2022 was held in the campus from 11th to 13th November 2022.

The Annual Alumni meet was conducted on 13th Nov 2022.

Establishment of Learning management System and digital content by Medisysedu. tech private limited.

NAAC accreditation 2nd cycle of the college was held on 21st and 22nd November 2022 and our institution scored 3.22 points and was awarded ' grade A' by the committee

Workshop on research methodology and biostatics was conducted from 5th Jan to 7th Jan 2023 in the college and was attended by students and faculty.

Resource persons – Dr Nirmal Kurian, CDC Ludhiana Dr Umesh Wadgave, Consultant biostatistician.

ACHIEVEMENTS

Mr. Devananda panda of final year got selected for ICMR short-term studentship 2022.

Miss Isha Bajpayee got awarded for best Hindi essay in Azadi ka Amrit Mahotsav essay competition by Hon'ble. Governor of Telangana state.

Miss RJ Sreeraja received the promising prosthodontic star award from Indian prosthodontic society Telangana state branch for achieving the highest marks in the prosthodontic final year exam at the KNRUHS university level.

Dr Snigdha 2nd year PG student dept of periodontics got 2nd prize in the poster presentation competition at the 7th TSDC (topic-living cell based regenerative medicine technology for periodontal soft tissue augmentation).

Dr Surya Teja, intern student won the first prize for paper presentation at Hyderabad dental show 2022 (topic – NFC tags in dentistry).

ACDS

Dr Kanchan Kumari PG student from department of pedodontics won first prize in poster competition held at 7th TSDC Warangal on 11th to 13th march 2022.

Dr Prem Shankar Chauhan PG student from department of pedodontics won first prize in paper presentation at the 18th ISPPD PG convention Lucknow on 7th to 9th April 2022.

Dr Gitika Singh PG student from department of Pedodontics won first prize in the poster competition at the 18th ISPPD PG convention Lucknow on 7th to 9th April 2022.

Dr Gitika Singh from Department of Pedodontics won the first consolation prize in the ISPPD PG essay competition held on 20th September 2022

Department of Pedodontics was awarded consolation prize in the world oral health day (week) celebration contest in the year 2022 at the national level directed by ISPPD.

Department of Pedodontics was awarded consolation prize in the teacher's day (week) celebration contest in the year 2022 at the national level directed by ISPPD.

Dr AswiniSeenivasan PG student from department of oral and maxillofacial surgery was awarded for the best poster at the 7th annual conference of Telengana state chapter. (Topic- Desmoplastic Ameloblastoma of anterior maxilla).

Miss Mamani and Miss RJ Sreeraja received student merit award from the Indian society of pedodontics and preventive dentistry for securing the highest marks in pedodontics final year at the college / university level.

Dr Prem Shankar Chauhan PG student from Department of Pedodontics won the first prize in paper presentation at ISPPD conference Pedotaal Bhopal held from 24-26th Nov 2022.

ILLUSTRIOUS ALUMNI

Dr Pasuppureddi Keerthana got selected for the post of research assistant in AIIMS BHOPAL in ICMR funded extramural project.

Dr Agrima Thakur is placed as scientist category b in AIIMS DELHI.

Dr Meghna Mukhopadyayis placed as senior research fellow dept of urology AIIMS Delhi.

UNIVERSITY RESULT AND PLACEMENT DETAILS				
Batch	No of Students Appeared	No of Students Passed		
BDS – Final Year University Exam – Batch 2017	37	36		
MDS Final Year University Exam – Batch 2019	14	13		

PHOTOS



ACDS main Building Mallikarjuna block



Isha Bajpayee 1st year student- Selected for the Best Hindi Essay in Azadi ka Amrit Mahotsav Essay Competition being awarded By the Hon'ble .Governor Telangana state



A glimpse from Southern Star Vijay Run 2022 organized on Vijay Diwas16th December 2022 at necklace road



RJ Sreeraja received the Promising Prosthodontic Star Award given by the Indian prosthodontic society Telangana state branch on 1st May 2022



Oral health screening and treatment camp organized by ACDS in SV model school Chintal on 19th January 2023



Mr. DEVANANDA PANDA of final year BDS got selected for ICMR short-term studentship 2022

ARMY COLLEGE OF MEDICAL SCIENCES

DELHI CANTT

ADMISSIONS

The admission to this prestigious institute is through a national level competitive entrance examination i.e. the National Eligibility cum Entrance Test (NEET). Presently, the seat matrix consists of 79% candidates through Army quota while 21% are civilians (SC/ST and PwD/PH).

Admission Status of 2022-23 Batch						
	Army Civilian (SC/ST/PH)					
	Rank NEET Score		Rank	NEET Score		
Highest	6304	641	73603	514		
Lowest	26996	587	187922	392		

ACADEMIC ACHIEVEMENTS

The students of ACMS brought laurels to the institute by maintaining a high level of academic performance as is reflected in the university examination results over the years. The university results of academic year 2021-22 are as under:-

Batch	Exam	First Class	Second Class	Distinctions	Top Ten University Positions
2017	3rd MBBS Part II	84	13	39	I, III, IV, VI, VIII
2018	3rd MBBS Part I	73	29	19	IX
2019	II MBBS	88	07	20	-
2020	I MBBS	99	-	62	IV, VII

We are proud to inform you that every year on average 60% students get admission in PG Courses (MD/MS) in GGSIPU.

EXTRA-CURRICULAR ACHIEVEMENTS

The ACMS joined the country in anyear-long celebrations of "Azadika Amrit Mahotsav" to commemorate 75 years of independence, by organising several cultural events in which students and faculty participated with enthusiasm and

International Yoga Day 2022 celebration, Blood donation drive by students and faculty, tree plantation drive for ecological awareness, Rangoli making competition were some of the activities held as part of "Azadika Amrit Mahotsav".

The students made the college proud by winning several inter college competitions in extra-curricular activities conducted by other College in the NCR. The students of ACMS participated in the annual cultural fest Ullas at AIE, Greater Noida in May 2022 and won prizes in photography, debate, creative writing and poster making competitions. At the sports fest held at North Delhi Municipal Corporation Medical College cricket team of ACMS won the silver medal. Also our students won gold medals in badminton in the categories of women's doubles, women's singles and mixed doubles. Silver medal in women's singles category was also won by ACMS. In the AIIMS Fest, Pulse where medical colleges from across the country participate, ACMS students won Gold medal in Men's Basketball team event. Laurels were also won in athletics and creative writing. In the cricket tournament held at JamiaHamdard in December 2022, the ACMS cricket team won the First Prize. Man of the match and Man of the tournament were also bagged by ACMS students.

Six students of 2018 batch, won Second position in the Symposium held at Bangalore Medical Congress. A CME on Disaster Management was organised in ACMS as part of continuing medical education for faculty and students.



ACMS

TIRANGA RALLY



RANGOLI COMPETITION



ACMS CRICKET TEAM: WINNERSOF ANASTOMOSIS-2022 (HIMSR) AND RUNNERS UP IN ARRYTHMMIA (NDMC) AND DMC **CRICKET TOURNAMENT**



ACMS BASKETBALL TEAM: WINNERS PULSE - 2022



MS RIYA MENON, 2019 **BATCHWINNER MAMC& PULSE** MARATHON: 2022

ARMY INSTITUTE OF MANAGEMENT

KOLKATA



FAMILY ADOPTION PROGRAMME

COMMUNITY OUTREACH ACTIVITIES

ACMS has successfully started the implementation of Family Adoption Programme in the undergraduate curriculum. The students of Batch 2021 have been allotted families in the underprivileged resettlement colony in Tilak Nagar area where they work towards health awareness and facilitation of utilization of health services in the community.

SKILLS LAB TRAINING USING MANIKINS

SKILLS LAB

Skill lab enables skill-based training of medical students prior to their real-life application. The skill lab at ACMS is equipped with latest manikins for training in injection techniques, suture practice, infant clinical examination, episiotomy suturing simulator, pelvis model with baby doll etc. These allow students to practice and master the skills needed in clinical practice.

ADMISSIONS

Admissions for MBA 26 finished with entry of student through JEMAT I & II. The final status is as follows:-

Entrance Exam	Army	Gen	Total
CAT	64	15	79
JEMAT-I	11	06	17
JEMAT-II	18	01	19
	115		

	ategory lents	General Category Students		Grand Total
Boys	54	Boys	12	66
Girls	39	Girls	11	49
Total	93	Total	22	115

^{*} incl one Op Sadbhavana student

PLACEMENTS

The Placements for MBA 25 were regularly followed. The batch was put through PDP (Personality Development Programme) targeted at campus interview, psychometric tests and Pls. The companies were approached and since Sep the campus interview commenced and continued till date.

S.No.	Description	Deno	Remarks		
(i)	Company visited	64 Nos			
(ii)	Highest CTC	15 Lakh			
(iii)	Average CTC	7.92 Lakh			
(iv)	No of Students placed till 31 Jan 2023.	84.25 %	On going		
(v)	Dual/ Multiple Offer	47 Nos			
Last year update- BATCH MBA 24					
(vi)	No of Students placed	96.46%			

There was growth in packages for this batch is appended below:-

СТС	Average (Lakh)	High (Lakh)	Remarks
MBA 24	6.25	12.50	
MBA 25	7.92	15	In progress

AWARDS / RECOGNITIONS

Following recognition / awards were recd during the year:-

- (a) "Eastern India Leadership Awards" for the Best Academic Institutions of East India.
- (b) ISO 9001:2015 Quality Management System Certificate.

ADOPTION OF NEW 'LOGO' OF AIMK

Trade Marks Registry, Mumbai certified that Trade Mark / representation as mentioned below hereto, has been registered in the name(s) of Army Institute of Management, Kolkata under aegis of Army Welfare Education Societywef 26th day of January 2023 In Class - 41, Under No 5462394.

AIMK SILVER JUBILEE (1997-2022) ON 19 SEP 2022

Standing proudly for two and a half decades, the Army Institute of Management Kolkata celebrated its glorious silver jubilee with a grand show of unity and diversity on September 19, 2022. With lots of enthusiasm and excitement, faculty members, students, army personnel, dignitaries, alumni, exfaculty members, and corporate sponsors attended the Silver Jubilee event. The event commenced with the ceremonial lighting of the lamp and formal welcomes to dignitaries. The chief guest for the occasion was Lieutenant General Rana Pratap Kalita, UYSM, AVSM, SM, VSM. The newsletter and the iournal of the institute were released to mark this occasion. Director of Army Institute of Management Kolkata, felicitated the honourable dignitaries, including the founding Director of Army Institute of Management. It was followed by the cultural dance performance of different Indian states. A multilingual thematic presentation on the integration of the cultural dances along with a melodious song sung by the students provided a befitting closure to the event.





IP delegates on the Dais AIMK News letter Director with Army Cdr With Performers "Managers Musings" watching performance



Presentations of Silver Jubilee Memento

Students' Activity E-SUMMIT ONDATA ANALYTICS

M Sai Anand of MBA 25, participated in the E-Summit 2023 of E-Cell, IIT Bombay. A highly anticipated event in the entrepreneurial community, the twoday summit hosted by one of India's premier entrepreneurial cells, brought together a diverse group of young entrepreneurs, business leaders, and experts to share their experiences and provide valuable insights. The event showcased the vitality and potential of the entrepreneurial community in India and demonstrated the importance of supporting young entrepreneurs in their efforts to bring their ideas to life. The keynote speakers at the E Summit were particularly inspiring, sharing their own entrepreneurial journeys and offering advice on how to overcome challenges and succeed in the business world. In addition to the keynote speeches, the summit also featured a variety of workshops and interactive sessions, including sessions on building a strong startup team and pitching ideas to investors. One of the highlights of the E Summit was the networking opportunities it provided. He also took part in Incubation Summit, a part of E Summit, where he got an incubation offer from 2 incubators, VilGro and Satyabama University- Technology Business Incubator. He eventually chose to incubate his start-up company namely, Mesh Infrasoft at VilGro Development Centre, Bangalore.

ELANTE

Army Institute of Management, Kolkata participated in ELANTE - annual sports fest by IIM Bodhgaya. A three-day cultural and sports carnival at the IIM Bodhgaya campus from 20th January to 22nd January 2022, hosted 24 students from AIMK participating in various sports events. The students participated in Chess, Cricket, Basketball and Volleyball events which happened during the course of three days. The events had fixtures in league format and there were more than 15 institutions taking part in these events. The evening was lit up with cultural events and music and dance performances by the hosts. The AIMK Volleyball team won the Volleyball Championship become the first ever volleyball team from AIMK to win gold medal in an intercollegiate event.



Volleyball team bags the first position while Basketball team wins the second position.

The basketball team won the silver medal in the Basketball tournament winning over 6 teams. The Cricket tournament ended with AIMK placed third position. In the Chess tournament the AIMK team bagged the fourth position. The final evening ended with prize distribution ceremony and DJ night where the players grooved and ended the event high on local.

SEMINAR ON PUBLIC POLICY

On 31st January, 2023, Dr. Ananta Kumar Giri, Professor at the Madras Institute of Development Studies, Chennai conducted a guest lecture on "Re-thinking Public Policy" and "Corporate Spiritual Responsibility". The session featured two research papers authored by him and his peers on the mentioned topics. The main takeaways from the lecture involved a broader understanding of public policy in India and how it is currently formulated, executed and upgraded. While the central idea of the lecture was around the need for a re-look into this process and how it can be improvised to adapt to the needs of the 21st Century Indian society. The other topic of the lecture was more relatable to the students as it related to CSR, both the one we know and a new idea, i.e. Corporate Spiritual Responsibility. The theme of this paper and discussion was related to the relationship the corporates share with the nature and everything in it, including the spirituality of the stakeholders in it.

INFERNO 2023

Army Institute hosted INFERNO an annual intercollege festival cum sports extravaganza at its New-Town campus with eighteen categories of events. Inferno, the annual inter-college festival of Army Institute of Management saw a gathering of around 700 live attendees from more than 20 colleges around Kolkata. Battle of Bands, Fashion Shows, Solo stage performance competitions and indoor competitions such as Rangoli, Bottle Painting etc. stole the show. In sports the most prominent participants were in the category of Football, Basketball, Volleyball, Kabaddi, Chess and carrom. St. Xaviers' University and Bhawanipur Education Society stole the show winning the trophies across multiple categories with Army Institute taking up most of the runners up position. The girls' team from the Army Institute had an unbending match with Prafulla Chandra College with the latter bagging the first prize for Girls' Kabaddi.

The musical band from Heramba Chandra College stole everyone's heart with their outstanding performance while NSHM presented a fabulous Fashion Show bagging the first position in that category. There were more performances from Amity University for solo singing, Army Institute of Law (for online category of events) and several other Institutes.







Girls' Kabaddi Team Intense moment at Kabaddi Prahaar performing at Inferno

The event was graced by Mr. Jimmy Tangree, head of Friends 91.9 FM as the judge for the Battle of Bands and Ms.Prarthana Sarkar, 2018 winner of Miss Femina Bengal as the judge for the Fashion show.

The department of Student Affairs will continue to encourage the young generation for creative manifestation of art, ingenuity, sportsmanship, oration, team-building, leadership to exchange ideas with other colleges and raise the bar for themselves. The epic three day festival saw its culmination with a Live band performance by "Revolution" dishing out popular Hindi numbers. The memories of this Inferno will linger in the minds of students for the rest of their lives.

BAZARRE 2023

The future managers got a chance to display their marketing skills at the Bazarre event in January 23. Students had put up stalls for food and beverages, face and body painting, portraits along with a stall displaying handmade products from the Army Wives Welfare Association. Delectable cuisines such as Litti-chokha, Italian Pasta, Paneer tikka, Samosa chaat and many more food items were available for sale. There were also some game stalls for sharp-shooting and ping-pong balls that offered gifts on successful attempts.

The students had been working hard for months preparing their stalls, their products, and their decorations. Everything had to be perfect if they wanted to make a good impression. It was a three-day event and as the day of the event arrived, the students were buzzing with anticipation. By the end of the event, all the students had gained valuable experience and had made some money.

Bazarre was a great success and has becomean annual event at the Army Institute of Management Kolkata. It is a testament to the students' entrepreneurial spirit and drives to succeed.



ARMY INSTITUTE OF TECHNOLOGY

ANNUAL REPORT

One of the most successful higher education institutes of AWES, Army Institute of Technology, annually receives approx. 3000 applications from army wards battling for the 360 Engineering seats, (viz Comp Sc. (120), IT (120), E&TC (120) and Mech (60)). With a 30-acre lush green residential campus boasting of every sport and extra-curricular facility, the institute assures a lucrative career for all the students. AIT is Nationally ranked 172 in NIRFand placed 'Top 60' in other national ranking.

Over the past years AIT has been achieving over 95% placements, with maximum placements in high paying MNC's - (average CTC for 2022 betn at ₹ 14.7 Lakhs per annum). Mr Devesh Joshi was offered ₹ 1.12 Crore per annum (highest salary) by Amazon (Dublin, Ireland).

ACHIEVEMENTS

AIT students continue dominance in national & international competitions.

TECH AWARDS AND SCHOLARSHIPS

International Hackathon. Shekhar Ku Singh BE (IT) received award from Hon'ble Vice President and Union Education Minister, on25 Nov 2022 being part of Winning Multi-national Team of the UNESCO India Africa Hackathon. Problem Statement - "App to Monitor Soil Moisture using a Standard Digital Image and Machine Learning Technology".



MunukotiLikhit of BE Comp and Maneesha Ambati,SE IT are amongst 20 winning teams out of 500 in Vodafone foundation, Tech Innovation Marathon 2022. They won $\stackrel{?}{\sim}$ 2 Lacs.

SMART INDIA HACKATHON

AIT team comprising 06 students won 1st prize and cash award of ₹ 1,00,000/- in Smart India Hackathon on 26 Aug 2022.

HACKATHON MCTE

AlT team secured 2nd place in the national level hackathon, 'SainyaRanakshetram 2.0 - Capture the Flag (CTF) category organised by the Military College of Telecommunication Engineering (MCTE) and Rashtriya Raksha University.

DEUTSCHE BANK SCHOLARSHIP

Tanu Kohli, Rashnee Gouda & Ritika Singh (1st Year Engg) received scholarships of ₹ 1 Lakh annually, Laptop, Training for placements and Placement assistant from Deutsche Bank.

CTF IN SYMBIOSIS COLLEGE, PUNE

AIT Team "Dr White Lemon" won the 1st prize in "CAPTURE THE FLAG" (CTF) event in Symbiosis Centre of IT on 01 Oct 2022.

BEST PRESENTATION CERTIFICATE IN RDME-2022 CONFERENCE

Mr Piyush Sunil Sharma, ME (Design) awarded Best Presentation Certificate in RDME-2022 Conference for "Frequency Response Driven Design and Development of the Battery Package Module for Retrofitted Electric Car".











SPORTS AWARDS

AIT students have been equally successful in sports completions as follows:-

SQUASH: MEN & WOMEN

AIT squash team has shown outstanding performance in SPPU District and Zonal competitions. AshanVaid, Bhavna, Shivangi, SumitDhaiya, Swapnil Sinha and Mukund from AIT haveselected inSPPU Team for All India Inter University competitions.

TABLE TENNIS (GIRLS)

AIT girls got 1st position in Savitribai Phule Pune University (SPPU) District Table Tennis (Women) Intercollegiate Matches held on 15 Oct 2022.

BOXING

AIT Boxing Team Participated in SPPU Competition in Nov 2022. Janvi Rathi, TE (Comp) & Ganga, SE (Mech) won Gold and Silver medal respectively. Varshit Goud, TE (IT) and Avinandan Kumar, TE (Comp) won Silver Medal. All are selected for Zonal. Janvi Rathi, Rahul, FE and Rohit Kumar, FE also wonthree silver medals in MIT-ADT Open Boxing Championship held on 28-31 Jan 2023.

BADMINTON

AIT Badminton Girls' Team stood Third in the SPPU Districts Zone 2022-23.

BASKETBALL

AIT Mens' Basketball Team got 3rd Position in District Zone Competition held in Nov 2022.

Some of the achievements of faculty and alumni are as follows:-

GOC-IN-C COMMENDATION CARD

Dr (Mrs) Sangeeta Jadhav, HoD IT has been awarded GoC-in-C (SC) Commendation Card on the occasion of Army Day on15 Jan 2023.

INTERNATIONAL EXCELLENCE AWARD 2022

Dr (Mrs) Seema Tiwari, Faculty (Chemistry) has been awarded an International Excellence Award 2022 for outstanding contribution in Teaching and Research.

ACHIEVEMENT OF ALUMNI

Mr Nitish Rai, Alumnus 2009 Mech, Founder FreightFox, which is an integral part of National Logistics Policy Launch 2022 demonstrated the data and platform capabilities to Hon'ble Prime Minister of India on 17 Sep 2022. They were among the four companies to whom PM interacted 1-on-1.

BEST INSTITUTION AWARD - 2022

AIT awarded Best Academic Institution with the Best Campus Placements, by World Education Congress on 30 Sep 2022.

DATAQUEST EMPLOYABILITY AWARD

AIT has been awarded by Dataquest on 21st Dec 2022 in New Delhi.AIT received 3rd Rank in Employability in West Zone. AIT received 4th Rank in overall T School Survey in West Region.

ALLOTMENT OF NCC UNIT

AIT was allotted NCC unit under Fully Self-Finance Scheme (FSFS) in Jun 2022 with 100 vacancies to be filled in next three years.

AIT RAISING DAY

Gen Manoj Pande, PVSM, AVSM, VSM, ADC, Chief of Army Staff has graced the 29th AIT Foundation Day and Silver Jubilee Celebration of 1st Batch (1994-98) passing out. Padma Bhushan Babasaheb Neelkanth Kalyani, Founder and Chairman of Kalyani Group was the Guest of Honour. Following persons were awarded by the COAS on this occasion:

- (a) Mr Sameer Maini, Alumni of 1998 batch Young Entrepreneur Award.
- (b) Mr Akash Bhati, BE (IT) COAS All Round Best Student Rolling Trophy.
- (c) Mr Abhinab Pratap Singh Chauhan, TE(IT) Rajput Regt Innovation Trophy, for Academic Year 2021-22.
- (d) Dr Sagar Rane Best Teaching and R & D.
- (e) Mrs Swati Salunke Best Non-Teaching (Tech).
- (f) Mr Avinash Bhosale Best Non-Teaching (Adm).







ARMY LAW COLLEGE

INAUGURATION OF NEW ACADEMIC BLOCK & AUDITORIUM OF ARMY LAW COLLEGE, KANHE

19 December 2022. Lt Gen AK Singh, AVSM, YSM, SM, VSM, Southern Army Commander inaugurated 'CHANAKYA' Academic Block and 'Sai Auditorium' of Army Law College, Kanhe (Pune) in the presence of Managing Director, Army Welfare Education Society, Mag Gen RK Raina, SM, Ph.D(Retd), Chairman Army Law College, Maj Gen Vikash Sharma, MG AAD, Commander AD Brigade, Brig Aman Katoch, CO AD Regiment, Col Gaurav Aithani, Director AWES, Col Anupam Mathur, Principal In charge, Mr Ganesh Deshmane& Registrar, Col AK Pandey (Retd). The Army Law College, Kanhe established in 2018 provides affordable professional legal education to wards of Army personnel of Indian Army under the aegis of Army Welfare Education Society. The Institution currently has all five batches of BBA LL.Btotalling 285 students. Being fully residential, the College provides campus facilities for all round development of students through various cocurricular & extracurricular activities. The modern hostels, with integrated common room, gymnasium and student mess, provide a quality addition at the Campus. The new Academic-Adm Block has six smart classrooms, moot court, conference hall and faculty cabins & offices of Principal & Registrar. Sai Auditorium having a capacity of 450 with state of art audio visual systems, shall provide the infrastructure to conduct National/International level competitions & seminars. Infrastructure facilities at the Campus coupled with competent faculty give a qualitative edge to the academic operations of the College. The Army Commander interacted with students, faculty and management officials during the inauguration function and appreciated their efforts in developing the institution with a sense of belonging and a competitive spirit. He explained to the students the ingredients of "Dharma" - the code of conduct for developing oneself and also urged the young minds to follow a self-disciplined approach to become credible Lawyers in the true spirit of the credo of the institution "Dharmsansthapanarthay"

COAS VISIT TO ARMY LAW COLLEGE

Kanhe (Pune): 01 February 2023. Gen Manoj Pande, PVSM, AVSM, VSM, ADC, Chief of Army Staff visited Army Law College, Kanhe (Pune). The General interacted with the management, students

& the faculty and complimented the management committee, principal and the staff for phenomenal progress & exhorted all to continue their pursuit towards excellence of ALC.

COAS, who had laid the foundation of the Army Law College at Kanhe as its first Patron while serving in the Southern Command, was happy to see the smart class rooms, state of the art auditorium and new hostels which have been added as Phase-II Projects of the Army Welfare Education Society. Major General Vikash Sharma, MG AAD& Chairman conducted the COAS and briefed about the futuristic expansion plans to develop the Campus into a multi-disciplinary educational hub to meet the needs of growing demand for professional courses for the wards of Army personnel. MD AWES, Major General R K Raina, SM, Ph.D (Retd) was present on the occasion and discussed as to how the Army Law College Campus can be a self-sustainable multi-education hub in future

The Army Law College, Kanhe established in 2018 provides affordable professional legal education to wards of Army personnel of Indian Army under the aegis of Army Welfare Education Society. The Institution currently has all five batches of BBA LL.Btotalling 282 students. Being fully residential, the College provides campus facilities for all round development of students through various cocurricular & extracurricular activities. The modern hostels, with integrated common room, gymnasium and student mess, provide a quality campus life to students. Infrastructure facilities at the Campus coupled with competent faculty give a qualitative edge to the academic operations of the College. The Chief of the Army Staff interacted with students and motivated them to concentrate on developing their professional skills as a lawyer while availing the campus sports facilities and participation in extracurricular competitions for all round personality development. The COAS presented a memento to the Principal In charge. Mr GaneshappaDeshmane and appreciated his efforts in grooming the students.

HAPPINESS EDUCATION SEEKING MINDFULNESS FOR ENVIRONMENT, COMMUNITY AND CULTURE

Army Law College Activities

Three students of Army Law College, Pune competed in the 1st International Mediation Competition conducted by Kerala Law Academy Law College organised from 23rd to 25th Mar 2022. ALC Team qualified among the 23 National and International

teams where Ms. Rupali Adhikari got the Best Mediator Prize for her overall performance in the competition and she received a cash prize of Rs. 2,000/-

Three students of Army Law College, Pune participated in the MITWPU Moot Court Competition 2022 held from 28th to 30th Apr 2022 and brought laurels in two categories, i.e. Best Memorial with the highest score of 192/200 and also bagged the Best Researcher Award. The team won a prize money of ₹ 15,000/-

Shri Nityanand Jha National Moot Court Competition 2022. Shri Nityanand Jha National Moot Court Competition 2022 was organised by Sandip University, Nashik from 13 Oct 2022 to 15 Oct 2022 on "Constitutional Validity of Sedition Law in India". In the above competition Ms Swati Jhajhria of 5th year, Mr. Mohit Yadav of 5th year and Ms Deepsea Chakarborty of 4th year students were participated from Army Law College, Pune. The team emerged as a winner of Shri Nityanand Jha National Moot Court Competition.

Constitution Day Celebration. On 26 Nov 2022, Constitution Day was celebrated at Army Law College, Pune. The event was graced by chief guest Hon'ble Justice Shri Ambadas H. Joshi, Goa Lokayukta and Former Judge of Bombay High Court. Principal-in-Charge Mr. Ganeshappa Deshmane and Col A K Pandey (Retd), Registrar felicitated the chief guest. The event commenced with Lamp Lightning and *Saraswati Vandana*. Those present in the event, pledged over the Preamble of the Constitution. Hon'ble Justice Shri Ambadas H. Joshi commenced his address with a discussion on the Indian Constitution and its interpretation. He further elaborated on how to conceptualize law in the practical world. He emphasized on the importance of the Preamble and its elements. The chief guest also urged the students to imbibe the lawyer's etiquettes and analytical approach to succeed as an Advocate/Judge.

International Debate Competition at Indore. Mr. Parthik Choudhary of Fifth Year Student of Army Law College, Pune stood first in International Debate Competition and was adjudged runner up on the International Research Paper Presentation.

ARMY LAW COLLEGE ADMISSION STATUS, UNIVERSITY RESULTS & PLACEMENTS LAST ONE YEAR

Admission Status. Admission details last five years as appended below:-

Year	Capacity	Intake				
BBA LLB (5 Years Integrated Course)						
2018-19	60	58				
2019-20	60	59				
2020-21	60	48				
2021-22	60	58				
2022-23	60	59				

University Results							
Year	Overall Percentage in final Year Exams (fill in Nos &				ıs		
real	80% above	70- 79%	60- 69%	55- 59%	50- 54%	Below 50%	Total
2021-22 (1st Year BBA LL. B)	21	26	08	05	-	-	60
2021-22 (2 nd Year B.B.A. LL. B)	18	26	04	00	00	00	48
2021-22 (3 rd Year B.B.A. LL. B)	05	27	25	02	00	00	59
2021-22 (4 th Year B.B.A. LL. B)	09	31	13	05	00	00	58

Placement Details. Not applicable being fifth year of College operation.















VIP VISITS

LT GEN VIJAY B NAIR, SM, COS HQ WESTERN COMMAND DURING HIS VIS TO AIE ON 27 AUG 2022



LT GEN PS SHEKHAWAT, AVSM, SM, DG DC&W DURING HIS VIS TO AIE ON 07 JUN 2022



LT GEN ARVIND WALIA, COS, HQ SOUTHERN COMMAND DURING HIS VIS TO AIFD BENGALURU ON 11 OCT 2022



LT GEN VIJAY B NAIR, SM, COS HQ WESTERN COMMAND DURING HIS VIS TO AIMT ON 27 AUG 2022



VIS OF LT GEN NAV K KHANDURI, AVSM, VSM, GOC-in-C WESTERN COMD TO ACMS ON 22 NOV 2021



CONVOCATION CEREMONY HELD AT ACMS ON 06 APR 2023



LT GEN C BANSI PONNAPPA, PVSM, AVSM, VSM, ADJUTANT GENERAL AND LT GEN PS SHEKHAWAT, AVSM, VSM, DG DC&W BEING BRIEFED DURING THEIR VISIT TO AIFD BENGALURU ON 16 JAN 2023



LT GEN C BANSI PONNAPPA, PVSM, AVSM, VSM, AG ADDRESSING CONVOCATION CEREMONY OF AIM KOLKATA ON 31 MAR 2023

PICTORIAL OVERVIEW



GEN MANOJ PANDE, PVSM, AVSM, VSM, ADC, COAS WITH AWARD WINNERS OF AIT PUNE DURING AIT RAISING DAY ON 01 FEB 2023



GEN MANOJ PANDE, PVSM, AVSM, VSM, ADC, COAS ATTENDING AIT RAISING DAY FUNCTION ON 01 FEB 2023



LT GEN AK SINGH, AVSM, YSM, SM, VSM, GOC-in-C, SOUTHERN COMMAND DURING INAUGURATION CEREMONY OF NEW GIRLS HOSTEL AT ALC KANHE ON 19 DEC 2022

DIRECTOR PROJECTS

INFRASTRUCTURE (SCHOOLS)

Listing, Sanctioning of Construction, Additions, Alteration, Expansion, Repairs and Maintenance of Armed Forces Children Schools. In supersession to Gol, MoD letter No 7(09) 2018/D(AG) dt 23 Aug 2019 on the subject of Regularisation of 130 Army Schools/ Public Schools, the Govt of India had examined the matter and has issued fresh sanction letter on the subject Listing, Sanctioning of Construction, Additions, Alteration, Expansion, Repairs and Maintenance of Armed Forces Children Schools vide letter No 7(09) /2018-D(AG) dt 23 Dec 2022. The environment may project/undertake works according to the fresh sanction.

Construction of Schools through AMWP. The construction status of schools through AMWP in respect of 136 Army Public Schools (APSs) is that 74 APSs have been sanctioned for construction of new buildings through AMWP from 2002-03 to 2015-16. 64 out of 74 schools have been constructed, 04 are under progress with varying percentage of completion and 06 under RAA etc.

INFRASTRUCTURE (COLLEGES)

Infrastructure Augmentation for Capacity Building.The undermentioned additional infrastructure is

being created in Colleges/Institutes, with a view to accommodate additional strength of students under overall capacity enhancement plan:-

- (a) AIT, PUNE. Construction of additional 78 single accommodation hostel building at an estimated cost of ₹ 4.50 Cr from Institute Development Fund.
- (b) ALC, KANHE (PUNE). Construction of Academic, Administrative Block and Auditorium along with Girls and Boys Hostel has been completed in Dec 22. Approval for acquisition of additional 8.03 Acres of land & 23 buildings for ₹ 34 Cr has been accorded and the acquisition process is under progress.
- (c) ACDS, SECUNDERABAD. DPR for construction of PG Wing at an estimated cost of ₹ 8 Cr has been finalised and the construction is planned in the year 2023-24.
- (d) ACMS, DELHI CANTT. Proposal for expansion of Academic and Administrative for enhancing yearly intake from current 100 to 200 has been approved. Preparation of DPR is under progress.



Col Pritpal Chandel (Rtd)
Director Project

- (e) AIL, MOHALI. Approval for construction of Girls Hostel Building (G+3) has been accorded and the construction is planned to be completed by Mar/Apr 2024.
- (f) AIN, GUWAHATI. Construction of new campus at an estimated cost of ₹ 77 Cr has been approved. Construction process will commence during the year 2023-24.



APS FAIZABAD



Group Photograph with COAS : ALC, Kanhe (Pune)



Newly Constructed Chankya Block & Sai Auditorium : ALC, Kanhe (Pune)

GROUP PERSONAL ACCIDENT POLICY

The students and employees of APPSs, APSs and Army Professional Colleges under AWES have been insured under Group Personal Accident Policy with New India Assurance Company Ltd (NIACL) at an annual premium of ₹ 120/- (Rupees One Twenty only). The duration of the insurance scheme is one year from 01 Aug 22 to 31 Jul 23 and cover accidents arising anywhere ie at home, at Schools/Colleges in public whilst engaging in any occupation, vocational activity and / or travelling by any mode of conveyance directly caused by external visible means in sudden, unforeseen manner, other than in enemy action.

As per the policy, amount payable on death/ permanent total disability/ disability due to accident, medical expenses and under Continuing Education Benefit are as under:

a) **Accidental Deaths.** Death of Employee/Staff/Students - ₹ 10 lacs

(b) Disablement (Students and Employees/Staff) -

(i) Permanent total disablement, loss of both Eye and/or both Limbs
 4 10 lacs
 8 loss of an Eye and a Limb
 ₹ 1.5 lacs

(c) Medical Cover (Students and Employees/Staff). Medical Expenses - ₹5 lacs

(d) **Continuing Education Benefit (Students) .** Continuing Education Benefit (On the death/permanent total disablement of the fee paying parent/guardian due to an accident).

Note: Employees on daily wages and outsourced personnel are not covered under this Policy.

This year, the terms and conditions pertaining to direct payment by the New India Assurance Company Ltd (NIACL) to beneficiaries account have been introduced. Latest Terms & Conditions and procedures relating to Group Personal Accident Policy for the Yr 2022-23 has been issued to all APPSs, APSs and Colleges vide HQ AWES letter No B/45785/GPA/Renewal/2022-23/AWES dt 25 Oct 2022.

DIRECTOR SCHOLARSHIP, LEGAL & FINANCE



Col Pradeep Kumar (Retd)
Director S,L&F

EDUCATION SCHOLARSHIP SCHEME FOR ARMY PERSONNEL (ESSA)

Scholarship. An Education Scholarship Scheme to promote education was introduced in 1978 which covers wards of Serving Army Personnel below 25 years of age vide AO 04/2021/AG/CW. Scholarship is awarded as per cutoff percentage of marks/grades for award of scholarship to various classes and categories are decided by Adjutant General and intimated to the environment by HQ AWES every year. Details are available on website www. awesindia. com. Eligible students are awarded scholarships for ₹ 1500/- to ₹ 10000/- per year. Last date of receipt of applications is hosted every year on AWES website. Cutoff percentage of marks for applications of scholarship for academic year 2021-22 were as under:-

Classes	Cut off percen	tages of Marks	Rates of scholarship	
Classes	Officers	JCOs	OR	per Year
IX and XI	90	85	85	₹ 1500/-
X and XII	90	85	85	₹ 3000/-
Graduation	75	75	60	₹ 5000/-
PG/Professional Courses	75	75	60	₹ 10000/-

6504 applications were received for scholarship for academic year 2021-22 which are under progress, majority of scholarships and certificates have already been disbursed / issued. Some of the applications received for ESSA scholarship in Post Graduate segment except for final year students are processed and forwarded to Rehalibation & Welfare section, Directorate of Indian Army Veterans for award of "Times of India" and "Gems and Jewellery" Scholarship based on merit having same financial outlay. Separate application is not required for these two scholarships, however, only one scholarship is entitled to a student in addition, this year financial incentives have been given to outsending sports personnels of various Army Public School also amounting Rs. 10.87 lacs.

Amendments Yellow Books. Based on recommendations of environment amendments are being issue for purchase procedures in Yellow Book by APSs and Institutions as per provisions (Partial alignment) of GFR 2017.

Review Blue Book & HR Policies. Blue Book and Yellow Book Vol II as guidelines to Colleges are reviewed together and is in the process of finalization as a concised compendium. In addition, emphasis is accorded to streamline HR Policies and guidelines based on "Law of the land" and directive statutes, which are also in the process of finalisation.

Court Cases. There are overall 478 Court cases of APSs /Institutions and HQs AWES under progress from lower courts to Supreme court. Majority of them are related to service matters.

DIRECTOR INFO TECH

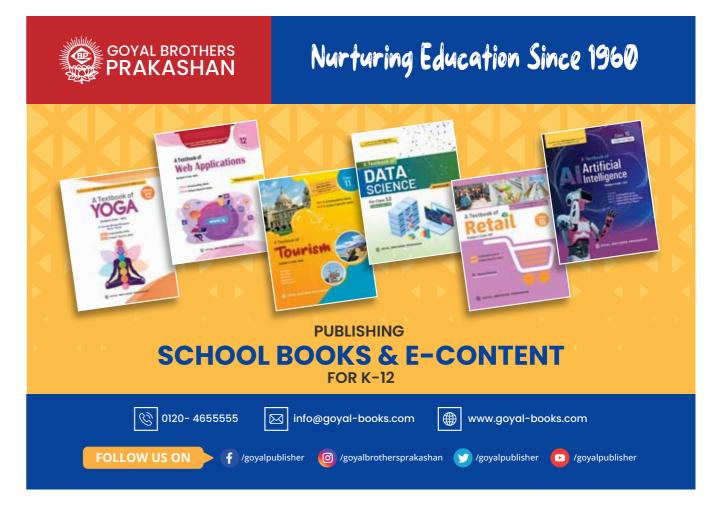


Col NR Maggo (Retd)
Director Info Tech

- 1. Digitization has transformed the entire landscape of our academic ecosystem and is poised to advance at a rapid pace. The traditional methods of doing things have either been replaced or modified paving the way for technology ingress in enhancing organisational efficiency and productivity. Accordingly, restructuring of IT org at HQ AWES and at Comd level has been undertaken to manage various platforms and IT services being rolled out across spectrum of AWES Institutes/ Schools. Towards this, existing IT Cell has been reorganised under Director (IT) at HQ AWES supported by IT Lead (Application) and IT Lead (Infrastructure and Network Administration) in addition to existing manpower. Process to place IT leads at Comd Zone is also under progress.
- 2. Considering the pace at which digital innovations/platforms are being harnessed and adopted by the academic environment, there is need to create a formal org with well-defined role & objectives towards achieving:
 - (a) Design, Development and smooth/seamless deployment of currently under progress School Management System (SMS) Digicampus Ver 2. 0 and a customised Learning Management System (LMS) project across all APSs/APPSs/Colleges spread over the country.
 - (b) Optimum exploitation of IT infrastructure and resources at every level.
 - (c) A common framework for all the websites already hosted or to be hosted in future using prevalent tech-security stds and platforms.
 - (d) A unified, standard approach to enhance digital reach & automation to enable synchronous info flow across various stakeholders in AWES environment.
 - (e) Formulation, implementation and periodic review of uniform Cyber security policy across board by adopting best practices as prevalent in the industry conforming to GOI IT Act 2000 & IT Act (Amendment) 2008.
 - (f) ICTisation of existing academic infrastructure i. e smart classrooms & labs augmented by AR & VR technologies in a phased manner across all institutions.
- 3. A well-co-ordinated efforts by all stakeholders shall be required at every level for a sustained growth of individuals and the organisation in the long run.









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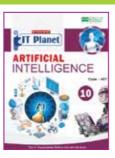
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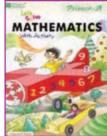


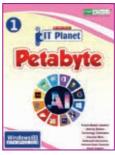


























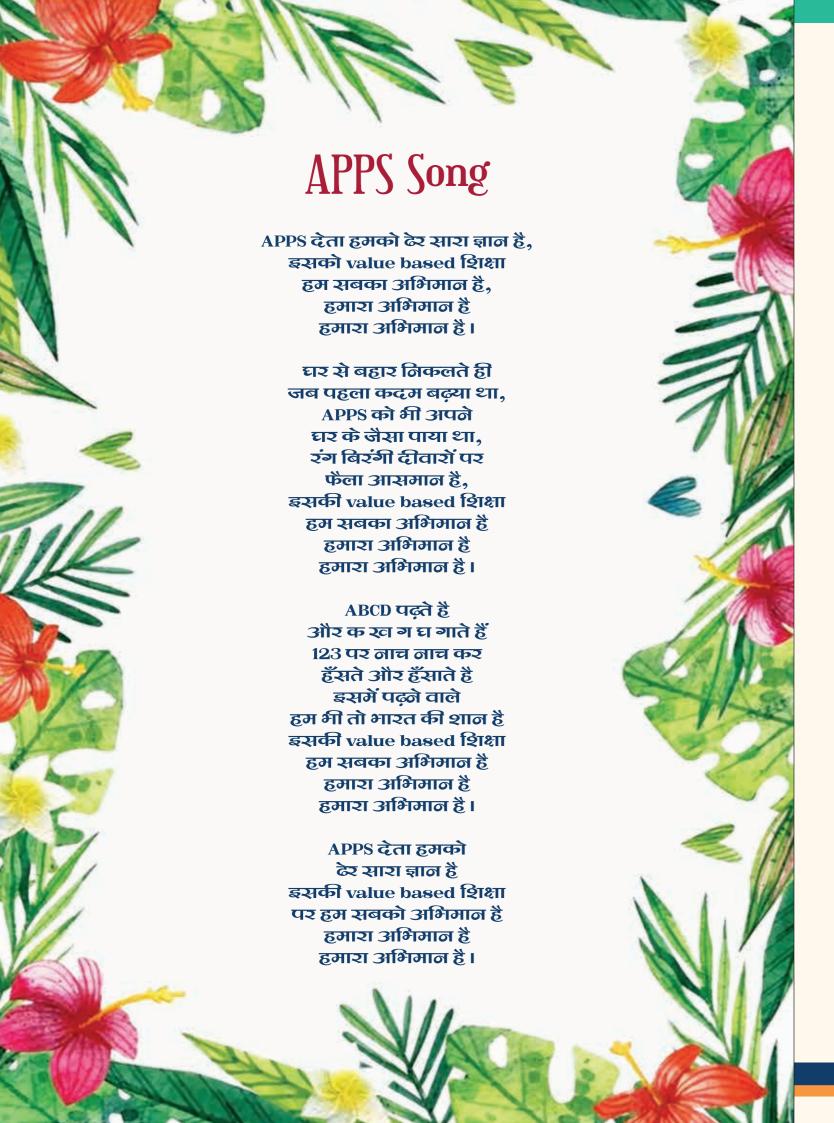
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THEME BASED ARTICLES

- G20; INDIA'S PRESIDENCY
- **ENVIRONMENT & SUSTAINABILITY**
- MENTAL HEALTH, WELL BEING & HAPPINESS CURRICULUM
- SKILL EDUCATION



INDIA'S G20 PRESIDENCY



THE G20

1. The G20 or Group of Twenty is an intergovernmental forum formed in 1999 focussing largely on broad macroeconomic issues but it has since expanded its agenda to inter-alia including trade, climate change, sustainable development, health, agriculture, energy, environment and anti-corruption. The forum consists of 19 countries (Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Republic of Korea, Mexico, Russia, Saudi Arabia, South Africa, Türkiye, United Kingdom and United States) and the European Union. The G20 members represent around 85% of the global GDP, over 75% of the global trade, and about two-thirds of the world population.

The G20 Summit is held annually. From being a meet of the Finance Ministers of the participating countries, the Summit was upgraded to the level of Heads of State/Government in the wake of the global economic and financial crisis of 2007. In 2009 it has been designated as the "premier forum for international economic cooperation". Previous summits have addressed the COVID-19 pandemic, 2008 Financial Crisis, the Iranian Nuclear Program, and the Syrian Civil War.

The Summit is under the leadership of a rotating Presidency. India holds the Presidency of the G20 from 1 December 2022 to 30 November 2023. Along with India, 2023's troika includes Indonesia and Brazil (Presidency is supported by the previous, current, and future holders of the post and are called troika). Bangladesh, Egypt, Mauritius, Netherlands, Nigeria, Oman, Singapore, Spain and UAE are guest countries. In addition to the regular International Organisations (UN, IMF, WB, WHO, WTO, ILO, FSB and OECD) and Chairs of Regional Organisations (AU, AUDA-NEPAD

and ASEAN), India, as G20 Presidency, will be inviting ISA, CDRI and ADB as guest institutions. The G20 Logo:

WHAT DOES INDIA'S PRESIDENCY MEAN?

Apart from hosting the summit and setting the theme, India plans on showcasing its philosophies of- VasudhaivaKutumbakam (one earth, one family, one future), and LiFE (Lifestyle for Environment) through the theme and the logo of the event. India's G20 presidency is "striving for just and equitable growth for all in the world, as we navigate through these turbulent times, in a sustainable, holistic. responsible, and inclusive manner, " an official statement said. India's presidency also comes as many countries witness inflation and recession trend, compounded by the Russia-Ukraine war and the standoff between the European Union and Russia. India's own problems with China, also a part of the G20 group, pose a potential issue for the effective functioning of the forum.

HOW DOES THE G20 FORUM WORK?

G20 Tracks: The processes under G20 are divided into two parallel tracks - The Finance track and The Sherpa track. **Finance Track:** The finance track is led by Finance Ministers and central bank governors of member nations, who meet throughout the year. **Sherpas:** Sherpas, who are personal emissaries of leaders, lead the Sherpa track. They oversee negotiations all through the year, discussing agenda items for the summit and coordinating the substantive work of the G20. **G20 Working Groups:** Working groups designed around specific themes operate within both tracks. These include representatives from relevant ministries of member nations and invited/guest

countries too. Various international organisations such as the United Nations, International Monetary Fund, and the Organisation for Economic Co-operation and Development also participate in working groups. Ex-NITI Aayog CEO Amitabh Kant is the India's G20 Sherpa. 1st Sherpa Meeting of India's G20 Presidency is being held in Udaipur Rajasthan.

OPPORTUNITY FOR INDIA IN G20 SUMMIT 2023

The food security situation has worsened with growing conflicts, and spiralling climate crises marked by droughts, floods, cyclones, and economic downturns in the past few years. In this context, India's Presidency of the G20 offers a historical opportunity for the country to share its successful journey in moving from a food-deficit nation to a food-surplus nation. India's Presidency of the G20 can also be utilized to address the growing challenges of food security for creating resilient and equitable food systems. There is also an opportunity to fast-track the processes and commitments that were started through the pioneering UN Food Systems Summit, held by the G20 leadership, for global food systems transformation to achieve the Sustainable Development Goalsby 2030.

INDIA'S APPROACH

India kick-started its presidency term agenda with a series of cultural initiatives that included various **Jan Bhagidari activities**, a special University Connect event with **75 educational institutions** from across the country, the lighting up of **100 (Archaeological Survey of India) ASI monuments** with the G20 logo and colours, and showcasing G20 at the **Hornbill festival** in **Nagaland. Sand artist Shri Sudarshan Pattnaik** also created sand art of India's **G20 logo** on Puri beach in Odisha. Various other events, youth activities, cultural performances, and site excursions showcasing the sights and traditions of respective city-venues, are also planned throughout the yearlong calendar:-

(a) India will showcase its approach to economic management, digital economy, regulation in the digital economy and approach towards new technologies for the member countries.

- (b) India would like to share with the world the big opportunity for economic growth, for powering the world economy, for collaborations and cooperation.
- (c) The cultural heritage will be on full display.
- (d) There will be Engagement Groups which bring together civil societies, parliamentarians, think tanks, women, youth, labour, businesses and researchers of the G20 countries.

In Pune, The forum brings together the (Infrastructure Working Group) IWG member countries, guest countries and international organisations invited by India to discuss the 2023 Infrastructure Agenda under the Indian G20 Presidency. The meeting hosted by the Department of Economic Affairs, Ministry of Finance, Government of India along with Australia and Brazil as the co-chairs started in right earnest. On the side-lines, the Pune meeting will also be complemented by a High-Level Workshop on "Financing of Cities of Tomorrow". The Workshop will discuss relevant themes pertaining to technical and managerial capacity needs to build the Cities of Tomorrow, Investors' considerations in increasing private financing and the financial capacity needs of Cities of Tomorrow.

A view in its entirety. The Presidency will try to push forward the following agenda:-

- (a) Green Development, Climate Finance & Lifestyle for Environment (LiFE) .
- (b) Accelerated, Inclusive & Resilient Growth
- (c) Accelerating progress on Sustainable Development Goals (SDGs)
- (d) Technological Transformation & Digital Public Infrastructure
- (e) Multilateral Institutions for the 21st century
- (f) Women-led development.

Dr. P Rengarajan Asst. Prof. (Management) Army Law College, Pune

G-20 PRESIDENCY OF INDIA

December 1 2022 to be embossed on walls of history as the day India assumed the presidency of the G-20 forum taking over from Indonesia. Representing 60 percent of the world population and 85% of the world GDP, G-20 is the consortium of developing and developed nations of the world with the aim of "International Economic Cooperation". Agenda-based discussions and meetings occur annually between Finance Ministers, Central Bank Governors, and Sherpas (personal representatives of a head of the state), which feed consensus-based recommendations and declarations.

G-20 ROAD MAP - 2023

Receiving succession duties from his Indonesian counterpart PM Modi affirmed India's emergence as a global leader and promised India's tenure of the presidency being decisive, action-oriented, and a catalyst for the G-20 nations. With the theme of "Vasudhaiva Kutumbakam" or "one earth, one family, one future, "India plans to conduct 200 meetings at 56 venues spread across all the states and union territories that shall not only host the Finance and Sherpa track discussions but also a show of India's soft power, in which global leaders shall witness Indian festivals, culture, and partake in traditions of diverse sorts, during its presidential tenure. The spread of venues all over the nation will showcase Indian cities and their rich heritageon an international stage. Also, venue locations such as Arunachal Pradesh and Ladakh shall put forward India's firm stand in the geopolitical and geo-strategic arena and send a clear message to the world.

THE SOLUTION TO THE UKRAINE-RUSSIA CONFLICT

This forum promises to produce the redressal mechanism for various international issues. While the world still searches for a solution to the UKRAINE-RUSSIA CONFLICT, India's criticism on the world stage by developed nations for the ambiguous stand was retorted by PM Modi's statement that "This is not the era of War and India has an unbreakable friendship with Russia" at the Samarkandbilateral meet with his Russian parallel. If India can bring the representatives to a consensus that is fuelled by a workable and agreed-upon plan of action then this shall further strengthen India's role as an arbitrator of global conflicts and eventually be a remedial plan to what has disturbed the global market and trade.

GLOBAL SOVEREIGN DEBT AND CORPORATE TAX RATE

The problem of global debt and its restructuring needs immediate restitution. Over 70 countries are in an enfeebled state of severe despair caused due to SOVEREIGN DEBT including some of India's neighbours. India must work along with these nations to develop a toolkit that the multi-lateral funding institutions could use for innovative ways of providing finance and investing in such countries. India's presidential G-20 forum can be the platform for the induction of the system to include Private Lending Institutions by providing them with a guarantee that can also be worked upon.

Today, when the world pushes for a Global Minimum of 15 percent in the sector of GLOBAL CORPORATE TAXATION, India can act as a catalyst to solving the problem of tax-free havens. The contemporary state of affairs in World Trade is asking for resilience that has been affected by international conflicts and covid. The world is looking for alternatives to China as a SUPPLY CHAIN LEADER, for India this stands as an opportunity to put forwards its case as a substitute along with other developing countries that would want to play the same role.

FOOD SECURITY AND BRINGING BACK MILLET

This is another uncertainty for the global population that needs an effective remedy and thus becomes a topic of discussion for the nations at the forum. With the ongoing Russia-Ukraine conflict, global grain production has already received a setback in the form of a conflict-driven price hike, as both these nations are major grain-producing countries. India can take its advocating of "Millet as a part of staple diet" to an international level and encourage the acceptance of this crop at a global scale. The comparatively lower carbon footprint and the need for less water by the crop will become the proponent of enhanced production of millets in the world. India can act as the leader of this movement.

PLATFORM AND OPPORTUNITY TO BECOME A GLOBAL LEADER

India's presidency should witness the successful solution of issues relating to:

- **▶** ECONOMIC CRIME
- ▶ MULTI-LATERAL FORUMS
- **▶** TOURISM
- **▶** CLIMATE FINANCING
- **▶** EFFECTIVE CIRCULAR ECONOMY
- **▶** EDUCATION

- ▶ AGRICULTURE
- ▶ INFRASTRUCTURE
- ▶ HEALTH
- **▶** ENERGY SECURITY
- **▶** GREEN FUEL
- **▶** DISASTER RISK REDUCTION AND RESILIENCE

The geopolitical and geo-economic stress is at a significantly high level and the post-pandemic transition needs a well-structured approach; India must produce effective solutions out of this forum for tackling such a scenario. India needs to promote substantive ideas for global institutions for accentuating the achievement of the 2030 agenda for Sustainable Development. Because of the nature of the consensus with which G-20 operates it becomes important for India to focus its energy on key issues so that some outcome can be agreed upon. India during its year-long presidency of G-20will ensure that its status as a global leader is considerably enhanced and it becomes the voice of all developing and underdeveloped nations at global forums and summits.

The core pillars of the success of the G-20 forum shall be the Political will and an overarching narrative that India is able to portray, the contents of discussion, and the agendas of the meetings, and finally, the administrative logistics that must be comfortable yet efficient for the attendees. With PM at the helm of this event, as well as India chairing the UNSC for a month besides being the current chairperson of the Shanghai Cooperation Organisation, this role of presidency comes in at a very sweltering state in international affairs wherein the three C's – Covid, Climate Change, and Conflict have shaken the foundations of World peace. The world today looks towards India as a leader with effective yet sustainable solutions for vital international issues and a benefactor to all.

Mr. Sahil Mishra, Student MBA- 25 Army Institute of Management, Kolkata (AIMK)

SEEKING SUSTAINABLE AND BALANCED GROWTH IN EMPLOYMENT THROUGH ADDRESSING KEY AND SOCIAL FACTORS



Ms. Ritu Kapoor
Cheif Training and
Placement Officer, AIMT

INTRODUCTION

As the global economy begins to recover from the COVID-19 crisis, the moment will soon come for leaders to focus on a more significant challenge: improving lives and livelihoods, rather than just protecting them. This societal crisis could be ten times more severe and endure ten times as long as the pandemic. Growth, sustainability, and inclusiveness are our three main objectives, towards achieving sustainable and balanced growth in Employment but they don't always work together; there are strong reinforcing and counteracting loops between them. Therefore, even while there may be widespread agreement on the goal, there is a very difficult question looming in the background: How do we go about creating a future that brings progress, sustainability, and inclusion? Growth, sustainability, and inclusiveness are three interconnected concepts that cannot be seen as alternatives.

ECONOMIC GROWTH VS SUSTAINABILITY

Accelerating growth, ensuring sustainability, and promoting inclusivity are all formidable obstacles to overcome. Fortunately, many dreamers and doers are working on it all across the world, including strategists, activists, and intellectuals. Focusing on the issue, what exactly do we mean by inclusive, sustainable growth in employment? These words conjure up a wide range of concepts. Growth can be interpreted as the aspiration to achieve greater wealth and well-being, which includes economic-profit growth for businesses, GDP growth for countries, as well as indicators like citizen life satisfaction that are partly derived from the dignity of work (while recognizing that measurable definitions of well-being are still evolving). With regard to inclusion, we take into account the broad advancement of outcomes for all—especially sufficiency of living standards—as well as the reduction of disparities across genders, ages, ethnicities, family histories, and geographic locations. In sustainability, we strive for environmental resilience, which encompasses intergenerational equity as well as a much broader preservation of natural capital in addition to lowering climate risk. All of these factors are taken into account in terms of their financial and societal costs and benefits.

"SUSTAINABLE DEVELOPMENT IS A
PROCESS WHICH ENABLES ALL PEOPLE
TO REALIZE THEIR POTENTIAL AND
TO IMPROVE THEIR QUALITY OF LIFE
IN WAYS WHICH THE EARTH'S LIFE
SUPPORT SYSTEMS."

KEY OBJECTIVES

Growth encourages investment, which supports sustainability. Economic growth boosts consumer demand, spending, and confidence, all essential componentsofafavourableinvestmentenvironment which the energy transition will require. Additionally, as our research on underperforming emerging economies has demonstrated, increased investment leads to a strengthening of the capital base, which in turn boosts productivity and, consequently, wages and growth. By creating new demand and investment opportunities, greater inclusivity and sustainability will also encourage growth. New business prospects are driven by sustainability in industries like clean technologies. Additionally, inclusion has equally potent consequences on growth. More generally, inclusion increases demand since a growing middle class is a major factor in consumer spending. The next decade is going to witness millions of youth joining the workforce in a global scenario. Youth training and development, particularly in the area of digital skills, has the potential to catapult this population into the middle class and close the global skills gap. Inclusion and growth are strengthened by sustainability thanks to the "energy prize." Two universal advantages will result from the energy transition: longer, more productive lives and lower energy costs that make energy more accessible. The cost of electricity produced by renewable sources has decreased by between 50 and 85% over the last ten years. The use of renewable energy is expanding in emerging economies. Rooftop solar and other localized renewable energy sources are gaining traction in

sub-Saharan Africa, the continent with the lowest rate of energy access worldwide. More individuals can engage actively in the economy thanks to lower emissions and air pollution, which can also enhance health. History can teach us the following lessons: Reduced pollution led to a rise in the labour force participation rate for those impacted when the Clean Air Act was passed in the US in 1970, which had a favourable long-term effect on salaries.

KEY STRATEGIES

Five goals for organizations are outlined in the Good Work Framework so that they can work together to ensure workforce sustainability:-

- (a) Advocate for Social Justice and Fair Pay. For a workforce to be sustainable, wages must be set at a level that allows workers to support their families and live dignified lives. The issue of low pay, however, has been brought to light once more by the cost-of-living crisis, which forces many individuals to take on multiple jobs or put in excessive hours to make ends meet.
- (b) Offer Adaptability and Safety. For a sizeable section of the workforce, hybrid employment is becoming the norm, which has advantages for the sustainability of the labour force. It can first increase retention. According to statistics from Mercer, a flexible working policy comes in second place to job security as a motivation for employees to stay with their present employer and second place to compensation and benefits when it comes to luring people to a new business. Second, it has been demonstrated to increase productivity for digital employees by cutting down on travel time. Third, it promotes variety, making it simpler for people to combine their obligations to their families and their caregiving roles. Another crucial component of worker sustainability is adequate social protection, which is something that businesses can do a lot to ensure.
- (c) Focus on Promoting Health and Wellness. In contrast to the ILO's prediction that two million people die from work-related causes annually, a poll conducted in September 2020 found that 34% of American workers tested positive for depression and that 57% of them were not completely engaged in their jobs. Companies gain from delivering on health and well-being by boosting productivity, retaining employees, and building trust.
- **(d) Promote Inclusion, Equity, and Diversity**. Along with considerable demographic and societal

changes, Diversity, Equity, and Inclusion (DEI) has moved up the corporate agenda in recent years. COVID-19 highlighted and widened the gaps in opportunity that underrepresented groups in business today experience. Companies may engage, energize, recruit, and retain employees by promoting DEI.

(e) Promote Study and Employment Opportunities. Many people will need to pick up new skills to adapt to the automation and digitization of work, a more diversified workforce, and the green transition. The World Economic Forum's 2020 Future of Jobs Report predicts that the skills needed for existing jobs would change by an average of 40% and that 50% of workers will need to reskill. Approaches that enable persistent, lifelong learning and relearning on a far bigger scale than is now possible are needed.

KEY OBSTACLES

The vision of a sustainable, inclusive, and expanding future is so attractive that current leaders owe it to future generations to take decisive action. If it were that simple, the issue would already have been resolved, thus such a task cannot be entrusted to enlightened self-interest. Four main obstacles must be overcome; how well they are overcome will determine whether the effort succeeds or fails.

- (a) How can we achieve the same level of urgency as during the COVID-19 epidemic to unlock growth that is backed by improved productivity and amounts to an additional 1. 0 to 1. 5 percentage points of GDP each year on a global scale?
- **(b)** How can we use technology advancement and wise portfolio decisions to cut the transition costs of decarbonization?
- **(c)** How can the expense of the energy transition be financed and made more manageable, sector by sector and country by country, without stifling growth?
- (d) How can we assist the most vulnerable population groups, such as the poorest one-fifth of the world's population, who have trouble getting access to and affording necessities like food, water, energy, education, and capital?

The counter-forces indicated previously would be eliminated by the answers to these questions, allowing the virtuous cycle to continue unhindered. But significant barriers that are related to incentives stand in the way.

CONCLUSION

Corporate social responsibility also plays a crucial role towards seeking sustainable and balanced growth in Employment. Since the 1970s, when it first started to receive significant scholarly attention, corporate social responsibility (CSR) has grown to be both an increasingly popular and divisive topic of study. In addition, firms must encourage good work for their extended workforces, which includes gig workers (over one billion worldwide), who are frequently less adequately protected by regulations and safety nets, and workers in supply, to ensure workforce sustainability.

Ms Ritu Kapoor

Chief Training and Placement Officer, Army Institute of Management & Technology (AIMT), Greater Noida

AN APPRAISAL OF NATIONAL HEALTH SYSTEM TO DEAL WITH EMERGENCIES AND VIABLE MEASURES TO BUILD CAPACITY

COVID-19 pandemic has re-iterated the need for strengthening health care systems globally. Health emergencies strike suddenly and, therefore, preparedness plans for health systems need to be resilient and robust enough to respond to disease outbreaks and pandemics. As evident from India's performance during the management of the pandemic, the health system has risen fairly well to the challenge of the pandemic but the lessons learnt and the co-ordination mechanisms that have been established need to be incorporated in the National Development planning to consolidate the gains.

Progressive realization of UHC, which assumes more importance during emergencies, is also one of the key features of the United Nations' Sustainable Development Goals. India has introduced Ayushman Bharat scheme for implementation of UHC, focussing on two critical elements: Health and Wellness Centres and Pradhan Mantri Jan Arogya Yojana. It is an attempt to move from a selective approach to health care to deliver comprehensive range of services spanning preventive, promotive, curative, rehabilitative and palliative care. Health and Wellness Centres are envisaged as a foundation of health system to provide free comprehensive primary care including essential drugs and diagnostic services. The PM-JAY insurance

scheme provides more than 500 million people (i. e., the bottom 40 percent of the population) with free secondary and tertiary hospital care at over 20, 000 empanelled hospitals nationwide, of which about half are in the private sector. Adoption of the Indian Public Health Standards to ensure quality of care, standard treatment protocols, hospital management societies, quality data support for decision making are some of the initiatives that are being implemented to bolster the public health system.

A collaborative, multi sectoral, and trans disciplinary approach is the need of the hour so that these institutional mechanisms can be used for capacity building of the public health system for responding to health emergencies. Developing national action plans beyond those for COVID-19, increased government expenditure on public health, investment in digitisation of health management information systems are some of the ways forward to achieve national health security.

Dr Priya Arora

Professor, Community Medicine Army College of Medical Sciences (ACMS) Delhi Cantt

TOURISM AS KEY SECTOR OF GLOBAL ECONOMY; CHALLENGES AND INITIATIVES PROPOSED TO HARNESS THE POTENTIAL



Prof P Sen Thamizhan Principal AIHM & CT, Bengaluru

Tourism as an industry contributes significantly to the country's foreign exchange reserves and provides direct and indirect job possibilities to a broad segment of the population. Tourism is often divided into two main categories: **International Tourism and Domestic Tourism**, which is determined by the tourist's permanent residence's territorial limit.

Elite Tourism and Mass Tourism are two more types of tourism that we encounter. Swadesh Darshan scheme aims is encourage theme based tourism to promote, develop and capitalize tourism potential.

Sectors such as agriculture, animal husbandry, handicrafts, building, transportation, entertainment, and Tourist Accommodation business activities are the major tourist segments.

The Tourism and Hospitality Industry is one of the largest service industries in India and has potential to play major role in global pandemic recovery. Decent work, youth employment, employment creations, social protection, sustainable development, economic growth and recovery, intimated cooperates and transition will augur good for hotel, travel and tourism business in coming decades.

INDUSTRY SCENARIO

India is estimated to contribute 250 Bn USD GDP from Tourism, 137 mn jobs in the Tourism sector, 56 bn USD in Foreign Exchange Earnings and 30 mn foreign arrivals are expected to be achieved by 2030. Ministry of Tourism had invested Rs 6000 Crore and sanctioned over 80 projects in 31 states/ Union Territories.

By 2028, Indian tourism and hospitality is expected to earn \$ 50. 9 bn.

By 2029, Tourism sector it is expected to account for about 53 mn jobs.

GOVERNMENT INITIATIONS:

- Re-thinking Tourism: From Crisis to Transformation
- Incredible India 2. 0 Companies.
- 'Ek Bharat Shreshtha Bharat'.

CHALLENGES AND INITIATIONS TO HARNESS THE POTENTIAL

INCREDIBLE INDIA CAMPAIGN
 Extending international tourism business in India

▶ E-TOURIST VISA FACILITY

E-visa facility extended to 156 Countries under 5 sub-categories i. e 'e-Tourist visa', 'e-Business visa', 'e-medical visa', 'e-Medical Attendant Visa' & 'e-Conference Visa'.

▶ INFRASTRUCTURE DEVELOPMENT

More than half of the Ministry of Tourism's budget is channelized for funding the development of destinations, circuits, mega projects as well as rural tourism infrastructure projects.

▶ MEDICAL TOURISM

Economical treatment, quality healthcare infra & highly skilled doctors.

COASTAL TOURISM

Promote intra-regional trade among Indian Ocean Rim (IOR) countries

- \$ 138. 31 mn: Air Taxi Service Project Kerala.
- **\$** 117. 57 mn :International Convention Center Project [Bengaluru]- Karnataka.
- **\$** 92. 87 mn :Construction of Theme Museum and Smriti Stupa for Buddha Samyak Darshan Sangrahalya, Vaishali, Bihar.
- **\$** 75. 44 mn :Development of Film City at Assam State (s) Assam.

MANILA – The Department of Tourism (DOT) is pursuing a 2022 recovery plan with the end goal of a sustainable, resilient, and inclusive Philippine tourism industry.

World's longest river cruise 'Ganga Vilas' River Cruise tourism in India. Ship to traverse through 27 different river systems with 50 tourist spots covering a distance

of 3, 200 kms between Varanasi in UP to Dibrugarh in Assam via Indo Bangladesh Protocol route.

Draft National Strategy and Roadmap for development of Rural Tourism in India. An Initiative towards 'Aatmanirbhar Bharat', which inter alia, focuses on generating income and jobs in rural areas and empower local communities, youth and women, fulfilling the vision of Aatmanirbhar Bharat.



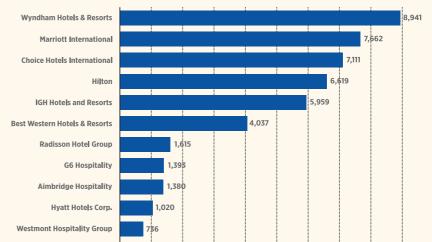
PRASAD SCHEME

Pilgrimage Rejuvenation And Spiritual Heritage Augmentation Drive (PRASAD) scheme focuses on developing and identifying pilgrimage sites across India for enriching the religious tourism experience. It aims to integrate pilgrimage destination is a prioritised, planned and sustainable manner to provide a complete religious tourism experience. As on date, total number of destinations/sites identified for development under the scheme at present are 68 in 30 states/UTs

Lulu Gp to setup shopping Malls. Abu Dhabi invites Indian start-ups to establish hubs to diversify business activity.

CHALLENGES OF INDIAN TOURISM

- 1. Lack of Proper Infrastructure.
- 2. Access and Connectivity
- 3. Amenities in various Tourist locations.
- 4. Human Resource.
- 5. Information and Communication.
- 6. Security and Safety
- 7. Lack of Publicity



YEAR END REVIEW: MINISTRY OF TOURISM

India is expected to host over 200 G20 meetings at 55 locations.

Ministry of Tourism has given in principle approval for inclusion of 28 new tourism air routes; the total number of Tourism RCS air routes is now 59.

The National Digital Tourism Mission is intended to connect stakeholders in the tourism eco-system digitally in the same lines of the National Health Mission.

Ministry of Tourism initiated establishing of 'YUVA' Tourism Clubs as part of the 'Azadi Ka Amrit Mahotsav' celebrations.

Utsav Portal Launched to showcase festivals events and live darshans across India to promote different regions of the country as popular spiritual tourism destinations.

Ministry of Tourism organized a National conference of DGs/IGs of Police Department of all States/UTs in connection with implementation of Uniform Tourist Police scheme.

Through its overseas Offices, Ministry participated in major international travel exhibitions like Arabian Travel Mart, Dubai and World Travel Market London.

FDI POLICIES FOR TOURISM AND HOSPITALITY SECTOR

- 100 percent FDI under the automatic route in tourism and hospitality;
- 100 percent FDI in tourism construction projects, including the development of hotels, resorts, and recreational facilities; and,
- 100 percent FDI in the AYUSH sector, which is relevant for the wellness and medical tourism segments.

OPPORTUNITIES FOR HOTEL MANAGEMENT GRADUATES.

New concepts can take over and disrupt markets in a very short period of time are the few entrepreneurial opportunities for hotel management graduates can avail for themselves:

Food Franchise	Enhance Food & Beverage Delivery at Home
Bakery & Confectionary	Robots in Hotel & Restaurant Settings
Pub or Nightclub	• Chatbots
Travel Agency	Virtual Reality Tours
Contract Catering	Local Experience
Hospital Catering	Food Track Festivals and Chef on Wheels
Event Management	Healthy and Organic Food & Drinks

The above referred are the emerging trends helping hotel industry for generating revenue models and huge opportunities of employment in abundance in next two decades.

The DOT will continue to stay attuned to the ever-changing tourism trends and preferences of our domestic and foreign markets through continued product and market research. And as international borders start to open, the key, strategic and opportunity markets will continue to be engaged and green lanes explored in preparation for revenge travel that is expected to ensue, ".

MENTAL HEALTH FOR HOLISTIC AND SUSTAINABLE LEARNING AND DEVELOPMENT

Compiled By: Prof (Mrs) Asha P Sathe, Prof (Mrs) Nithya Basker and
Mr Nirav Murarka (Heartfulness Practitioner)

INTRODUCTION

A landmark study published in 2012 Pediatrics Journal, examined the lifelong effects of early childhood adversity and toxic stress (discrimination, maltreatment, physical, mental, emotional abuse). The report also examines evidence of the disruptive impact of early adversities to later impairments in learning, behavior, and both physical and mental well-being. It suggests that many adult diseases are developmental disorders that begin early in life and that persistent health disparities of poverty, discrimination, or maltreatment could be reduced by the alleviation of toxic stress in childhood.

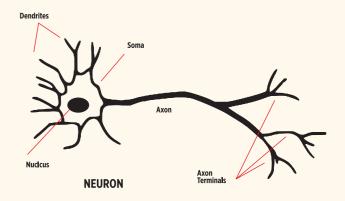
WHAT IS LEARNING?

LEARNING is a crucial process in human behavior and involves several mental processes and our brain plays a major role in learning. Neuroscience researchers have studied the brain to understand learning processes at the cellular level. New technologies and neuroimaging have facilitated researchers to study the brain's inner processes during learning events and helping us to brain regions responsible for demonstrating different behaviours in children diagnosed with autism and attention deficit hyperactivity disorder (ADHD).

HOW LEARNING HAPPENS?

The brain is a neural network containing billions of neurons interacting with each other. During a learning process as input, a neuron receives information (tobe learned) through the sensory system, transmitted from one neuron to another. As one neuron passes information to another, they release neurotransmitters, which excites other neurons to carry information from one to another as it forms a network. Through this information exchange between neurons, learning becomes effective as they form neural networks.

Applying the principle of "neuroplasticity", once we learn something new, our brain makes new connections. Neuroscience and brain imaging technology have discovered the flexible nature of the brain is and have refuted the thought that



an individual's mind is fixed or static. Instead, it is dynamic and responsive to experiences throughout their life.

MEANS OF EFFECTIVE LEARNING

- a. Practice and repetition is the most effective way to learn new information. This is how new-borns learn to use language or make sounds. It's how athletes develop their skills, and this is how we quickly know a second language when moving to a foreign country.
- b. Advancements in science suggest that our genes and environment, together, shape the course of human development. Our organs' healthy development, including the brain, depends on the activation of specific genes. We cannot control the transfer of genes, but can definitely control the early year's environment to promote healthy physical and mental development in children. Educational environment plays a significant role here as well.
- c. Studies have shown that our brain when in a calm and relaxed state of mind is better adapted at learning and memory retention. This relaxed state also helps in unlocking our hidden intuitive potential.
- d. Studies also show that without an environment of emotional care and love the human brain cannot develop normally.

SOUTHERN COMD

HOW TO PROVIDE THIS CONDUCIVE ENVIRONMENT, INTERNAL AND EXTERNAL, TO OUR CHILDREN?

First and foremost, it would be by creating an atmosphere of joy and harmony, where the child feels no barriers to learning. Thus, the child places increasing trust and positivity in the world and on humanity. The next step could be to channelize their interest in the growth-oriented direction. According to well-known psychologist Harvard Gardner "We should spend less time ranking children and more time helping them identify their natural competencies and gifts, and cultivate those. There are hundreds of ways to succeed, and many different abilities that will get you there."

Another important thing is to help children develop their EQ and not just their IQ. We need to teach children how to know and manage one's emotions, motivate oneself, and recognize emotions in others (empathy).

Now, is having a joyful, calm, fearless mental state in childhood enough to take children across the life's journey? Life offers numerous challenges, at the personal, professional, family and social level. And when things go out of balance, we feel anxious, depressed, fearful, angry, and these emotions can escalate to mental illness if not managed properly.

How to keep our mental bodies refreshed, rejuvenated and revitalized throughout the life?

Simple Practices: Here are some very simple practices that, if done daily with interest and enthusiasm, will help sustain your mental well-being. More details on these Heartfulness practices can be found at http://heartfulness.org/masterclassor can be downloaded from

https://cdn-rod. hpeartfulness. org/hfn/ les/2020/ SImple_HFN_Practice. pdf.

RELAX

Learn a simple relaxation technique that you can do anywhere, anytime. The Heartfulness Relaxation takes just a few minutes and is especially helpful when you need to sleep, deal with panic, stress or fear. You can also use nadi breathing to calm yourself down, whenever you feel panicked or stressed. Hold your right nostril with your thumb and take 10 deep breaths in and out through your left nostril. This activates the parasympathetic nervous system, which calms you down.

For guided relaxation, please visit https://www.youtube.com/watch?v=rmwqL34FCjA

MEDITATE

Meditation regulates the mind. The mind learns to gently and naturally focus on one thing, and in heart-based meditation we go deeper into the heart, where we discover our world of feelings, inspiration, creativity and love that helps us come out refreshed, with a deep sense of well-being.

For guided meditation, please visit https://www.youtube.com/watch?v=gDClb-yjNdQ

CLEAN YOUR HEART AND MIND

Your mind and heart need to be cleaned just like your body. By keeping them clean, you will find inner stillness, lightness, clarity and calmness. Your mind will regain its natural flexibility and let go of its heavy burden.

For guided cleaning, please visit https://www.youtube.com/watch?v=v40yh2YpDNg

CONNECT WITH YOUR HIGHER SELF

To feel whole and content, we need to nurture all our three bodies – the physical, mental and spiritual. We can nurture the mental and spiritual bodies by connecting with our Higher-Self within the heart. This connection is done through the time-honored practice of prayer.

For more details on prayer, please visit https://www.youtube.com/watch?v=6KrbdvLYCL8

BE IN TUNE WITH NATURAL CYCLES: HERE ARE FOUR TIPS THAT HELP US FINE-TUNE WITH NATURE AND LOOK AFTER OURSELVES BETTER:

GET A GOOD NIGHT'S SLEEP

Try to sleep by 10 p. m. to maximize the benefits of your sleeping hours. Before sleeping, spend some time winding down and relaxing, or enjoying the company of family and friends, rather than watching TV or playing video games, which over-stimulate the brain and lead to restless sleep.

BE AN EARLY BIRD (WAKE UP EARLY)

Wake up early and meditate. This gives you a great start to the day with a contented, balanced feeling inside. And if you can carry that inner state into the day, you will be able to handle any challenge.

SPEAK WITH LOVE

When we are awake, much of our time is spent in communicating with others. So make an effort to speak gently, tenderly and moderately; it will change your life.

EAT WITH LOVE

The other thing we spend a lot of time doing while awake is eating. Eating and digesting food takes energy. To be healthy, both physically and mentally, we need to take time to eat, so that our energy reserves can focus on digesting. Is that possible when we are eating on the go, driving, watching TV, or sitting at a computer screen working? No! The body is diverting energy to the other tasks being performed, so our digestion suffers. Studies have found linkage between depression and gut health too.

How we eat is more important than what we eat. Are we grateful while eating? Scientific studies show the benefits of gratitude in any activity, and eating with gratitude, love and compassion has a very different effect than eating with greed, or a lack of awareness. Let us bring back the lost art of eating.

WISH EVERYONE A HEALTHY BODY, MIND AND SPIRIT.

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Compiled By: Prof (Mrs) Asha P Sathe, Prof (Mrs) Nithya Basker and Mr Nirav Murarka (Heartfulness Practitioner) Army Institute of Technology (AIT)

EASTERN COMD

MENTAL HEALTH AND WELL BEING FOR A BALANCED AND HAPPY PERSONALITY

"THE MIND IS ITS OWN PLACE, AND IN ITSELF, CAN MAKE A HEAVEN OF HELL, A HELL OF HEAVEN."

- John Milton

It has been aptly said that people are just as happy as they make up their minds to be. However, with increasing concerns regarding mental health in the 21st century, especially among the youth, given their early exposure to the world of gadgets, mature content, drugs, family problems, you name it, it has become a common trend among students to falter in their life activities given their inability to deal with such stress.

BUT, WHAT IS MENTAL HEALTH AFTER ALL?

Our mental health not only deals with our emotional & psychological aspects but also includes our social well-being. Needless to say, it is of great significance to every individual from childhood till old age. But in recent times, it has been found that mental health conditions account for 16% of global diseases and injury in people aged 10-19 years. And because majority of cases are undetected or untreated, the children experience long-term consequences or at times, it can even be fatal.

SO, WHAT CAUSES MENTAL ILLNESSES?

Here, we must know one thing that the terms 'mental health' and 'mental illness' are often used interchangeably but actually, they aren't the same. For a person can experience poor mental health yet not be diagnosed with any mental illness while a person diagnosed with a mental illness can experience periods of physical or mental well-being. Mental illnesses may be a result of biological factors, genetic factors and life experiences such as trauma or abuse. Depression is a leading cause of illness

and disability among adolescents and it can be caused due to bullying, negative body image, eating disorders such as anorexia nervosa (relentless pursuit of thinness through starvation), bulimia (individual follows a binge-and-purge eating pattern), substance abuse, etc.

It is very alarming when one discovers that the average age of onset for depressive disorders is between 11-14 years. All the more frightening fact is 'suicide' being the fourth leading cause of death among youths aged 15-19 years. Exposure to childhood trauma also leads to mental health disorders and poor academic performance. Ignoring mental health conditions in adolescents can impact adulthood and eventually, limits opportunities to live fulfilling lives. Adolescents also indulge in delinquency which may be a result of negative self-identity, need for attention & popularity from peers, family discord, etc. But the worst place that really messes up our self-image and selfconfidence is the social media. In a large UK sample of over 17, 000 young people aged 10 to 21, detrimental effects of excessive social media was witnessed in the age group of 14-15 & 19 for boys, and 11-13 & 19 for girls. Social media, if used wisely, can really be beneficial for us but if one is very easily manipulated by the content that they come across in the sites and try to achieve certain unrealistic standards in order to become someone they aren't, serious cases of mental illnesses may arise. Often, cases of inferiority complex rises where one develops a sense of insecurity due to selfcomparison with others and even though it's totally natural to feel insecure at times, but teens especially, often live on other people's validation which not only leads to low self-esteem but also bars them from discovering their individuality.

Another negative aspect of social media is that the majority of adolescent population glorifies mental illnesses such as depression, Obsessive Compulsive Disorder (OCD), Bipolar Disorder and Schizophrenia. We live in an era where some people pretend to suffer from social anxiety or depression so that they too can be sympathized with and thus be a part of this pathetic trend where they just assume bouts of sadness to be the same as mental illness symptoms ignoring the fact that there actually exists a fundamental and vital difference between the two. In a 2017 study on social media, many users labelled their nervousness

as anxiety and sadness as depression when in reality they didn't even remotely reflect any symptoms of psychological problems.

As conscious & rational-minded individuals, we must all try to stop such behaviour whenever we come across one and must take effective measures in helping out people who actually suffer from such mental disturbances or illnesses. The **Childline 1098** is available 24*7 and a child or a concerned adult can contact the number in cases of any dread or distress.

Also, unbeknownst to us, maybe someone among our classmates or known ones may show early signs of a mental illness. So when we witness such symptoms for quite some time, we must offer them our help and give them our moral support and assure them they are not going through it alone. We must convey our concerns to some responsible adult and help our friend to identify how they are feeling. Some of these issues can be tackled to a great extent by changing the thought process, actions and environment.

Also, schools can hold 10-minute meditation sessions every day before the classes begin so that the students can kick-start the day with a calm and clear mind. Also, if an individual is feeling stressed and anxious, they can take up journaling as it lightens the mind once these thoughts & feelings are out of the head and down on paper. Research findings also show that regular exercise leads to better mental health and emotional well-being, and lower rates of mental illness, as exercising releases the "feel good" hormones called endorphins.

If ever in self-doubt, write down 5 self-affirmations daily and live by them. Maintain a healthy relationship with food because our body is our temple and we must nurture it with love and care. And last but not the least, always remember to smile!

Ryka Gogoi

Class–XI Stream–Arts Army Public School, Basistha

CELEBRATING THE JOY OF SUCCESS, CORRELATION BETWEEN THE TWO

Joy and success are frequently linked and celebrated in tandem. A sensation of joy and happiness can be brought on by the sense of satisfaction and accomplishment that comes with success. On the other side, success can also result from happiness and joy. The two have a complex relationship that is seen in many facets of life.

Employees that are content and contented in their profession, for instance, typically exhibit higher levels of motivation and productivity. They are more inclined to put in more effort and be more committed to accomplishing their objectives. Greater success for both the individual and the business can result from this. On the other hand, a lack of happiness and fulfilment can cause disengagement and subpar work, which impedes progress.

The same is true of interpersonal connections. People who are pleased and happy in their relationships typically have better and more fruitful relationships. They are more likely to resolve disagreements, provide support, and communicate well. Conversely, those who are not satisfied in their relationships may

have trouble communicating and are more likely to run into problems and feel unsatisfied.

Students who are motivated and dedicated to their studies typically have more success in their academic endeavours. They are more inclined to work harder, enquire, and look for new opportunities. On the other hand, students who are not driven to learn may find it difficult to stick with their goals and stay motivated.

The connection between happiness and success can also be seen in sports. Athletes who are passionate about and enjoy their sport are more likely to succeed. They are more likely to exert additional effort, practice, and strive for improvement. Athletes who do not enjoy their sport, on the other hand, may struggle to find motivation and may perform poorly.

All of these examples demonstrate that joy and success are inextricably linked. The joy and happiness that one experiences can lead to greater success, and success can bring a sense of joy and fulfilment. However, it should be noted that this correlation is not a direct cause-and-effect relationship. Many

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factors contribute to success and happiness, and they vary depending on the individual and the situation.

The relationship between joy and success is complex and can be seen in many aspects of life. It is critical to strive for both joy and success in all aspects of life, as they can reinforce each other. We can inspire and motivate ourselves to achieve more in the future by celebrating the joy of success.

A growth mindset is another important aspect of the relationship between joy and success. Those with a growth mindset; or the belief that abilities can be developed through effort and learning, are more likely to be successful and fulfilled. They are more likely to accept challenges, seek out new opportunities, and strive for growth. Those with a fixed mindset, or the belief that abilities are innate and cannot be changed, may struggle to find motivation and may fall short of their full potential. The fulfilment and joy that come with the process of growth and development can be powerful motivators for success.

In the world of entrepreneurship, the correlation between joy and success can also be seen. Entrepreneurs who are enthusiastic about their business are more likely to succeed. They are more likely to go above and beyond, take risks, and strive for innovation. Entrepreneurs who do not enjoy their business, on the other hand, may struggle to find motivation and may perform poorly. The satisfaction and joy that comes from creating and building something new can be a powerful motivator for success.

It's also worth noting that happiness and success can take many different forms. Financial success, professional success, personal success, and even spiritual success can all be measured in different ways. Similarly, joy can manifest itself in a variety of ways, including the joy of accomplishment, the joy of relationships, the joy of learning, and the joy of personal growth. The link between success and happiness is not limited to one aspect of life but can be found in all aspects of life.

The concept of balance is also an important aspect of the relationship between joy and success. While striving for success is important, so is striking a balance between work and personal life. Those who can strike a balance between their work and personal lives are more likely to be successful and fulfilled. They are more likely to be motivated, productive, and stress-tolerant. Those who are unable to strike a balance between their work and personal lives, on the other hand, may struggle to find motivation and may fail to reach their full potential. The happiness and fulfilment that comes from living a balanced life can be a powerful motivator for success.

To summarise, the relationship between joy and success is complex and multifaceted. The joy and happiness that one experiences can lead to greater success and success can bring a sense of joy and fulfilment. It is critical to strive for both joy and success in all aspects of life, as they can reinforce each other. We can inspire and motivate ourselves to achieve more in the future by celebrating the joy of success. Furthermore, it is critical to have a growth mindset, to be passionate and excited about what you do, to find balance in all aspects of life, and to recognise that success and joy can take manyforms.

Mirza Zahir Hussein Begg PGT, Army Public School, Kolkata

MENTAL HEALTH AND WELL BEING FOR A BALANCE AND HAPPY PERSONALITY

Mental health is a state of balance between the individual and the surrounding world, a state of harmony between oneself and others, a coexistence between the realities of the self and other people and the environment. Mental health is described as a state of well-being where a person is able to cope with the normal stresses of life.

WHY IS MENTAL HEALTH IMPORTANT?

Mental health is an important part of our well-being. This aspect of welfare determines how a person able to operate psychologically, emotionally, and socially among others. Because different circumstances can affect our mental health, we'll be highlighting risk factors and signs that may indicate mental distress.

JAHODA (1958) HAS IDENTIFIED A LIST OF SIX INDICATORS THAT SHE SUGGESTS ARE A REFLECTION OF MENTAL HEALTH:

- 1. A Positive Attitude Toward Self
- 2. Growth, Development, and the Ability to Achieve Self-actualization
- 3. Integration
- 4. Autonomy
- 5. Perception of Reality
- 6. Environmental Mastery

CHARACTERISTICS OF A MENTALLY HEALTHY PERSON

- · He has an ability to make adjustments.
- He has a sense of personal worth, feels worthwhile and important.
- He solves his problems largely by his own effort and makes his own decisions.
- He has a sense of personal security and feels secure in a group, shows understanding of other people's problems and motives.
- · He has a sense of responsibility.
- · He can give and accept love.
- · He lives in a world of reality rather than fantasy.
- He shows emotional maturity in his behavior, and develops a capacity to tolerate frustration and disappointments in his daily life.

Sanjenbam Sarojini Devi Assistant Prof. AIN, Guwahati

HOW IS WELL-BEING DEFINED?

Well-being integrates mental health (mind) and physical health (body) resulting in more holistic approaches to disease prevention and health promotion. There is no consensus around a single definition of well-being, but there is general agreement that at minimum, well-being includes the presence of positive emotions and moods, the absence of negative emotions, satisfaction with life, fulfillment and positive functioning. Researchers from different disciplines have examined different aspects of well-being that include the following-

- · Physical well-being.
- · Economic well-being.
- · Social well-being.
- · Development and activity.
- · Emotional well-being.
- · Psychological well-being.
- · Life satisfaction.

HOW IS WELL-BEING MEASURED?

Well-being is subjective, it is typically measured with self-reports. The use of both objective and subjective measures, when available, are desirable for public policy purposes.

WAYS TO TAKE CARE OF YOUR MENTAL HEALTH AND WELL-BEING

Talk to someone you trust – whether a friend, a family member, or a colleague – can help. You may feel better if you are able to openly share what you are going through with someone who care.

Look after your physical health – Taking care of your physical health helps improve your mental health and well-being. Make sure to get enough sleep.

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Do activities that you enjoy – Try to continue doing the activities that you find meaningful and enjoyable

Steer away from harmful substances –Don't use any harmful substances such as drugs, alcohol or tobacco to cope.

Seek professional help – If you feel like you cannot cope with the stress that you are facing, seek professional help by calling local mental health helpline.

Staying positive – It's important to try to have a positive outlook; some ways to do that include-Finding balance between positive and negative emotions.

Developing a sense of meaning and purpose in life

- This could be through job, volunteering, learning new skills, or exploring your spirituality.

Developing coping skills – which are methods use to deal with stressful situations. They may help you face a problem, take action, be flexible, and not easily give up in solving it.

Meditation – which is a mind and body practice where learn to focus attention and awareness. There are many types, including mindfulness meditation and transcendental meditation.

Relaxation techniques are practices do to produce body's natural relaxation response. This slows down breathing, lowers blood pressure, and reduces muscle tension and stress.

DEVELOPMENT OF HAPPY PERSONALITY

Although happiness depends on situational factors, reflected in within-individual variations of affect, the fact that some individuals are consistently happier than others suggests dispositional causes underlying the pursuit and experience of happiness. "Happiness is that state of consciousness which proceeds from the achievement of one's values. It is also used in the context of life satisfaction, subjective well-being.

eudaimonia, flourishing and well-being. "Subjective well-being (SWB) is the scientific term for happiness and life satisfaction—thinking and feeling that your life is going well, not badly. Thus, happiness does not just feel good, but it is good for people and for those around them." (Edward F. Diener)

Many people have heard or made the remark, "You have a great personality!" Of interest to researchers is: what does such a comment mean and, more importantly, what are the implications of one's personality for their psychological well-being. More specifically, is one's personality connected to their experience of happiness?

Personality is the total quality of an individual behavior as it is shown in the habits, thinking, attitudes, interests, the manner of acting and the personal philosophy of life. It is the totality of one's being. It includes physical, mental, emotional and temperamental makeup and how it shows itself in behavior.

CHARACTERISTICS OF PERSONALITY

- ✓ One of the most important characteristics of personality is that it is a product of heredity and environment.
- Personality includes the cognitive, affective and psychomotor behaviors, covers all the conscious, subconscious and unconscious also.
- ✓ It is specific and unique for each and every individual.
- ✓ It is not static, but dynamic in nature.

The balanced development of personality holds the key for an individual's adjustment with one own self and the environment. Lack of balanced development in all aspects of personality results in maladjustment and unhappiness. Thus, all round personality development is a prerequisite for an individual to be emotionally stable and well balanced.

JAI HIND

STRATEGIC INITIATIVES FOR NURTURING MOTIVATED I FARNING

Schools & parents often spend a lot of time thinking about how to motivate the students and get them interested in learning. But often, the simplest way is overlooked – involving students in setting up their own learning space from the ground up. One of the biggest mistakes schools & teachers can make when it comes to developing good learners is to limit their learning to the classroom. Educators need to understand that social, intellectual and academic growth should extend beyond the walls of the classroom, which will give them wings to fly and soar to new heights!

Develop a reading culture in the school. Introduction of class libraries & DEAR (drop everything & read) time goes a long way in helping them not only develop a rich vocabulary but also helps them process formal communication and concepts.

Give the child an opportunity to be in charge sometimes! Children should be allowed to have their own learning experience instead of being regulated all the time. The more control and input the child has in their own learning, they will become more engaged and motivated to learn. Enter Genius Hour or 20% time project. What Genius Hour allows students to do is pick their own project and learning outcomes, while still hitting all the standards and skills for their grade level. So instead of doing the boring clubs, think about doing 20% project.

Always celebrate achievements, however big or small they may be. Get into the habit of publicly acknowledging the accolades of your children, whether its inside or outside the school. Nothing motivates children, or even adults, more than appreciation. It builds a positive environment and keeps them motivated to learn and challenge themselves to do better.

Modify the physical learning environment. Who says students need to sit in single-file rows all facing the front of the room or even as desks for that matter? Flexible seating is something you may want to try. Students who are comfortable in a learning space are better engaged, which leads to more meaningful, impactful learning experiences.

Parents are a key factor in students' motivation. It is important to develop your relationship with these

crucial allies. Try making positive phone calls home prior to the negative phone calls to help build an effective relationship. Involve parents by sending home a weekly/monthly newsletter or by inviting them into your classroom for special events. Inform them that you are a team and have the same goals for their child.

Have you ever had a difficult time getting students to answer your questions? Who says students need to answer verbally? Try using alternative answering methods, such as individual whiteboards, personal response systems such as "clickers," or student response games such as Kahoot! We have introduced the age old 'black slates' in our classrooms to ensure 100% participation of our children. Using these tools allows every student to participate, even the timid students, and allows the teacher to perform a classwide formative assessment on all students.

Provide students with graphic organizers such as a KWL chart. The KWL chart helps students organize what they already Know, what they Want to learn, and what they Learned. Tools such as these will allow students to process their thinking and grant them time to generate constructive questions. Referring to this chart will allow more timid students to share their questions. Make KWL an integral part of you lesson plan!

We live in a culture that rewards academic skills and successes, and while we work hard to help our students experience those outcomes, we constantly realize the need for fresh ways to cope with the daily grind. We all know how powerful it is to be able to reset their focus and inspire a new vision of what they could become by constantly motivating them.

A take home message for all us educators, "The task of the modern educator is not to cut down jungles, but to irrigate deserts." C. S. Lewis

While we know how challenging it is to motivate students while teaching our specific subjects and attending to classroom management, we also understand the importance of motivation. You will have some students enter your classroom with unequivocally developed intrinsic motivation, and you will have students enter your classroom with absolutely no motivation. Teachers have to be able to

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teach everyone who walks into their classroom and incite motivation in those who have no motivation at all. Motivating the difficult to motivate is challenging; however, it can be done. As Plutarch asserted, it is better to think of education as "a fire to be kindled" as opposed to "a vessel to be filled. " In addressing the needs of students with little to no motivation, it will take more time, patience, and understanding; however, implementing a few of these strategies will put you on the fast track to lighting that fire.

Komal Sood Principal APS. Dhaula Kuan

"SOCIO-CULTURAL AND SOCIO EMOTIONAL DYNAMICS IN SCHOOLING"

"Intertwining Socio - Cultural and Socio - Emotional learning and academics advances the ability of our students to adapt to change with the essential skills to effectively manage new challenges." Interest in nurturing socio-emotional skills in schools has been increasing due an awareness that they are fundamental for student success, not only in school but later in adulthood. Research has confirmed that emotions can facilitate or hinder children's academic engagement, commitment, and ultimate school success since relationships and emotional processes affect how and what we learn.

The Socio-Emotional Learning (SEL) concept focuses on encouraging children and youth to discover and develop their talents and potential. Several studies have found that SEL programs have very positively affected not only the acquisition of socio-emotional skills but have also led to improvements in students' psychosocial adaptation, attitudes and school outcomes, while also reducing disruptive behaviour. Promoting the development of students' socio-emotional skills in the classroom involves teaching socio-emotional skills, giving students the opportunity to practice and improve these skills and to apply them in various everyday situations. Here, the major role is played by the teachers, parents and educators as they are students' main emotional leaders.

The socio-cultural theory also states that students and teachers should form such a relationship that helps in facilitating social interaction and active participation in the learning of tasks. It helps the students to learn through observation, listening and talking through their tasks. Many Sociocultural theorists believe that learning happens as a result of social interactions

and tkes place within a specific cultural environment. Teachers, thus, must be able to not only explicitly teach socio-emotional skills but they also must have the necessary portfolio of the knowledge and skills to create safe and supportive classroom environments Teachers, thus, must be able to not only explicitly teach socio-emotional skills but they also must have the necessary portfolio of the knowledge and skills to create safe and supportive classroom environments.

Socio-cultural theory is considered primarily a developmental theory. It focuses on change in behaviour over time, specifically on changes that occur as individuals mature from infancy, to childhood, to adolescence, and finally to adulthood. It portrays the dynamic of a child acquiring knowledge and skills from the society and then in turn the child shaping their environment. Second, sociocultural theory is sensitive to individual and cross-cultural diversity. it is the practical applications of sociocultural theory that create learner-centered instructional environments where learning by discovery, inquiry, active problem solving, and critical thinking are fostered through collaboration with experts and peers in communities of learners and encourage self-directed lifelong learning habits.

Thus, we can say that socio - emotional and socio - cultural principles can be applied in effective and meaningful ways to design instruction across the curriculum, for learners of different ages and variety of skills, and it can be effectively integrated using a wide range of technologies and learning environments.

Ms. Sukhmanpreet Kaur XII-Science, APS Amritsar

HAPPINESS EDUCATION ALONG WITH ECONOMIC STABILITY FOR ACHIEVING THE PM'S VISION OF SELF-RELIANT INDIA



Dr Saidalavi Kundupuzhakkal Assistant Prof. AIE, Greater Noida

The G-20 Presidency is a bigger opportunity for India to show her strength in various fields such as education and economy. India has a glorious history of culture, knowledge, and wisdom with rich natural resources. Vedic literature, ancient universities, and precious monuments show the legacy of our rich culture. During the colonial period this was exploited by invaders. After Independence we are in the process of revival of our past. In the outset of the G-20 summit, all Indians should join their hands in the processes of strengthening our education and economy system. By following the great vision of "self-reliant India" proposed by our Prime Minister Shri Narendra Modi, all stakeholders should come forward to carry out the mission.

As the Economy is infrastructure and the Education is the superstructure of it, we have to integrate both. The government of India initiated economic cleanliness with a courageous decision to fight against corruption leading to merging of nationalised banks and promoting online transactions.

Similarly, we need cleanliness in our education system starting from primary to tertiary level. As part of it the New education policy 2020 was passed. Now the challenge is to successfully implement the policy.

ECONOMIC STABILITY

One of the challenges our economy faces is foreign exchange rates mainly due to inflation, and lack of stability. For overcoming this issue, we need a fixation policy throughout the economic structure. Government undertakings should be promoted on a larger scale to beat the private monopoly. Frequent price raises and salary increases are not healthy for any economy; regulation on depreciation costs, integration of technology, reducing the brain drain, and promotion on outsourcing are the some areas we should focus on.

FOREIGN UNIVERSITIES

The recent step taken by the University Grants Commission (UGC) by welcoming foreign universities into our land is a big step for attracting people all over the world to seek higher education. In ancient times, our mother land was considered by people all over the

world as their destination for trade, commerce and education. This is the time again we have to present ourselves to the world by providing quality education to the people from abroad.

REFRESHER COURSES

Teachers need continuous education and training throughout their professional journey; for that orientation/ induction programmes and refresher courses should be conducted at a larger scale. AWES's Faculty Development and Research Centre (FDRC) provides in service education programmes for Army Public Schools (APS) teachers. It is a successful mission and great achievement. Under the AWES there are 12 Army Professional Colleges. There is scope for establishing an Institute as a model of UGC's Human Resource Centre to give in service training to the teachers of Higher Education Institutions (HEIs).

In service programs provided by District Institute of Education and Training (DIETs), Block Resource Centre (BRCs), and Cluster Resource Centre (CRCs) can improve its quality by collaborating with prestigious Teacher Education Institutions across the country.

SCHOOLS ACCREDITATION

Schools may get accreditation by NCERT or any other competent bodies on the basis of various parameters and performances. School Internship can be considered as a parameter for its evaluation. Council of International Schools (CIS), Western Association of Schools and Colleges (WASC), ASIC School Accreditation, The Council of British International Schools (COBIS), International School Quality Mark Accreditation, and New England Association of Schools and Colleges (NEASC) are the popular accreditation bodies for international standard schools.

HAPPINESS EDUCATION

Happiness is the outcome of the above components. Vedic philosophy says that salvation (nirvana) is the

result of surpassing the four stages of life known as ashramas. Happiness is a kind of salvation after the fulfilment of quality education, financial stability, and better profession. To achieve this greater goal our school and college curriculum has to be designed as per the need of the child, society and national vision. Teachers have to find appropriate pedagogies to deliver lessons. Stability in career is another factor that may bring happiness to the teachers involved in that profession.

CONCLUSION

As education is the most important index of development of a nation, it ensures the economic well being of its citizens, standard lifestyle for

them, and happiness in life. Educationists have envisioned education for all round development, the development of body, mind, and heart. It means education aims for a healthy mind in a healthy body. Education works at a dynamic level in terms of changing the human condition, by bringing changes in life from harder to easier, from misery to joy, and from sorrow to happiness. For Happiness Education we may restructure the education system, across the levels, i. e primary, secondary, and tertiary levels of education. Also, the curriculum has to be modified from time to time; similarly, more research and innovation should be held in pedagogical science. It was a right-time decision by the union government to make a national education policy.

JOYFUL TEACHERS FOR ENRICHED CLASSROOM LEADERSHIP ROLE OF MANAGEMENT AND PRINCIPALS



Mrs Khushboo Agarwal PGT Psychology, APS Varanasi

According to the Oxford Dictionary, "Joy is a feeling of great pleasure and happiness." Alice Udvari - Solner and Paula M. Kluth in their book "Joyful Learning – Active and Collaborative Strategies for Inclusive Classrooms (2007)" define "Joyful Learning" in context of education as: "Joyful learning means positive intellectual and emotional state of learners. This state or experience is achieved when an individual or a group is deriving pleasure and a sense of satisfaction from the process of learning."

Joyful Learning is the mode of learning in which learners are given opportunities to experience emotions of surprise in delightful ways, nurture their curiosity, while interacting with meaningful content through a supportive community of classmates / peer group and teachers. So here a joyful teacher plays a greater role for creating joyful learning environment as well as for enriching classroom leadership among learners. A joyful teacher can create a joyful classroom by engaging learners in a different kind of activity and infuses enthusiasm and joy through several activities in the form of games, stories, role plays, puzzles, hands on activities, songs, and dance and so on. Superior learning takes place when classroom experiences are enjoyable and relevant to students, by ensuring that all subjects are integrated in a manner which encourages the learners to build connections with the real world. Art integrated learning/Activity Based Learning/ Fun, games and studies/Sport Integrated Learning/ Inquiry based learning/ Collaborative learning/Assessment as learning/Learning by doing/ Best Teachers' method, all these forms of teachinglearning make a classroom joyful. We get joy when we achieve something after doing or experiencing it ourselves. Even neuroscientists have studied that optimal learning takes place when such conditions are provided to the brain which can trigger brain to change in response to stimuli. Engaged and motivated students, under minimal stress, have high cognitive abilities, make connections and experience "aha" moments. Novelty promotes information transmission through Reticular Activating System. Stress free classrooms promote learning and retention through Amygdala Affective Filter. Learning linked with pleasurable associations leads to release of Dopamine (the happiness hormone). Increased

dopamine levels, according to studies, result in enhanced motivation, perseverance, attention, and creativity. Teachers should design lesson plans in such a way that they excite students towards learning, challenge their thinking, elevate level of dopamine, and reduce stress and anxiety. Such kind of lesson plan infuses in them skills like communication, critical thinking, collaboration, creativity and attitudes like confidence and cooperation. Impact of joy on the overall learning can be summed up as follows: Joy, as an important component of true learning, encompasses collaboration, connection, sharing and pride. For an instance, emotions like joy, pride and curiosity are evident in a classroom where children learn about fractions, parts of a flower, molecules through activities like paper folding, poems, and theatre respectively.

If a teacher is happy then he or she can make his or her environment also happy and joyful and regarding this there was greater role of management and Principals who can serve as a great supporter for the teacher for creating such kind of joyful learning environment.

Leaders who model and encourage collaboration and autonomy also motivate and empower teachers to achieve and perform at their best. This often translates into innovation, creativity, and enhanced teacher experiences that result in leadership qualities. Teachers often strive to improve their practice, take on more responsibility, and engage in leadership development if they are intrinsically motivated to do so. It is important that school leaders understand the significant influence they have on the dedication and engagement of teachers. When individuals are intrinsically motivated, they are more effective and contribute more meaningfully toward the attainment of the organization's mission and making the environment joyful. School leaders such as management and Principals need to prioritize the development of leadership capacity in classroom teachers. Leadership development commonly involves either teachers expressing an interest in leadership or school leaders

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finding talent in those teachers whom they believe have the capacity to grow into formal leadership roles. School leaders must be able to recognize teachers who overflow with terrific ideas and leadership potential and those who are less likely to self-identify as leadership candidates.

Management and Principals should encourage and motivate such teachers who are enriching classroom leadership among learners and must act as a mentor for them for creating such kind of productive environment. It is important for school leaders to strive very intentionally to forge authentic relationships with their teaching staff. Not only does authentic and intentional relationship building enhance the climate of the school, but also it ignites teachers' intrinsic motivation to perform their best. Principal is the primary role model for teachers and students when it comes to making improvements, being receptive and

collegial, acting courageously, and collaborating with others. People are more collaborative and creative when they see their leaders modelling the practice, and as such it is essential for leaders to develop a culture of collaboration in which they actively take part and such kind of environment make the teacher intrinsically motivated and happy and a happy teacher create a happy learning environment for their learners. School leaders can also adopt a strengths-based approach by encouraging the celebration of small successes. Joyful leaders promote the good things they see in their teachers on a weekly or biweekly basis through memos, email blasts, and personalized notes which can make their teacher happy and can induce self-confidence in them. Therefore, there is a great role of the management and the principals in developing a joyful teacher which in turn create joyful

SPIRITUAL AND EMOTIONAL GROWTH THROUGH SCHOOL FRAMEWORK

त्त्कर्म यत्र बन्धाय सा विद्या या विमुक्तये । आयासायापरं कर्म विद्यड्न्या शिल्पनैपुणम् ॥ विष्णु पुराण

"Knowledge is one that liberates"

In 1835, Lord Macaulay made it clear that, "If India is to be enslaved forever, its Native and Cultural Education System will have to be demolished." These words speak the deep rooted, rich Indian Education System in which, the fundamental idea is to impart education to create universal brotherhood or *Vasudaiva Kutumhakam*.

This National Education Policy 2020 envisions an education system rooted in Indian ethos, spiritual and emotional values that contribute directly to transform India, that is Bharat, sustainably into an equitable and vibrant knowledgeable society, by providing high-quality education to all, and thereby making India a global knowledge superpower. NEP 2020 states that the purpose of education is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at

producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. Ethics and human and Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice all these can be achieved by facilitating such an educational Frame aiming at strengthening spiritual core values.

Let's take a look at the age old "Gurukul system "of education, one of the oldest in the world, not only fostered holistic development, but also emphasized the importance of interrelationships between teacher and student, and in learning and growth. The ideal environment of learning is that which enables the desire to learn and provides opportunities to apply this knowledge. It is learning that provides the opportunity for exploration and examination of the inner self. In most Indian traditions, children are rarely seen as blank slates, even as infants. Learning should help the child prepare for action (karma) and its consequences. The development of the personality becomes an important aspect of the way education is understood from a cultural standpoint.

Moreover, the findings of the nationwide ASER survey 2022 offers significant takeaways. ASER recorded a

steady rise in learning outcomes between 2014 and 2018. But the lack of classroom interaction with the educators seems to have reversed these incremental gains. It is clearly seen in the form of less spiritual and emotional quotient reflected in learning outcomes.

And, another important urgency that parents mostly complain about is "Managing Difficult Behaviour". Children behave inappropriately for many reasons. Behaviour is often the unspoken language through which children act out feelings and thoughts. It is also because they are unaware of group behaviour norms or alternative ways of behaving, and not because they are 'bad' or they want to 'trouble us.'

All human beings are born with a natural capacity for spirituality, which is an integral dimension of full human development. Spirituality fosters a way of being that provides a foundation for a young person's intellectual, emotional, moral, social and physical development. There is mounting empirical evidence that nurturing the spirituality of children supports their health and happiness and helps them be more engaged, higher achievers, and better citizens.

When their spirituality is not nurtured, there is a higher prevalence of anxiety, depression, hopelessness, even violence and suicide. This proves to be the case regardless of gender, income-level, ethnic origin, or other background. By neglecting this critically important part of education of the whole child, we are putting our children at risk and leaving them without the resources to navigate the increasingly complex and challenging world they will inherit.

Spiritual and moral growth not only benefit the individual child; it is critical for building a society of engaged citizens committed to the common good, the renewal of Indian democracy, and sustainable development. Fostering spirituality in children before it goes dormant is of critical importance if the nation is to generate the quality of future leadership so urgently needed in all sectors and institutions.

Moral and spiritually grounded stories, are a window to the world for budding learners. They are fascinating, beautiful, enchanting!! Listening to stories is great fun and young children, particularly, love to listen to them. Stories told with feeling, with gestures and animated expressions are magical and take your breath away. Every word becomes an experience in itself. So, giving it a due importance the NCF advocates that Children should be given the opportunity to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the Indian tradition.

An intervention to develop the spiritual and moral quotient in students, that I as a stakeholder can see is introducing moral and spiritual values in education framework or curriculum. The education system and framework should be designed in such a way that the basic motive is not only to enhance knowledge but also to produce such future citizens who are emotionally strong and stable, equipped with sound value system.

"YOU HAVE TO GROW FROM THE INSIDE OUT, NONE CAN TEACH YOU AND NONE CAN MAKE YOU SPIRITUAL. THERE IS NO OTHER TEACHER BUT YOUR OWN SOUL."

- Swami Vivekananda

Bhuwan Chandra TGT (English) APS, Ranikhet

SOCIETAL ROLE OF SCHOOLS WITH REFERENCE TO COMMUNITY, OUTREACH AND SOCIAL ENGAGEMENT

The basic purpose of schools is to make a human more humane. And just in case this is not the scenario then there is something wrong with the basic education system. These days we are experiencing that education has nothing to do with the core human elements and values. As a matter of fact, it has become the means to gain power and money.

We must not forget that the role of schools in a society is to ensure that a learner becomes more flexible so that he is open to new ideas in the community. The correct outreach and social engagement with the help of schools can work wonders in ensuring the learners stop behaving as mere-earning-machines.

If we take a look around "globally" we will understand that an educational environment is the result of educated societies. It is of utmost importance to create the perfect environment with the help of schools for helping all sections of society in getting quality education. Thus, it can be rightly said that a sound education system allows the entire community to progress and this is not possible without social engagement and outreach.

A society can prosper only by making the individuals financially stable and this is not possible without quality education. In the long run the well educated individuals will become technology professionals, entrepreneurs, agriculturists and scientists.

We must not forget that education is a continuous process and has a major role to play in our daily life. It gives the freedom to the society to move forward in the right direction.

Sonam Singh APS Udhampur

SCHOOL ADVOCACY PROGRAMS FOR JOYFUL ENGAGEMENT OF PARENTS FROM K-12

Research shows that children are more likely to succeed academically and are less likely to engage in violent behaviour if their families are involved in their education. Studies of successful schools indicate that a high rate of parent involvement is a major factor in their success Schools have made great strides in increasing the frequency of communication with families, taking advantage of digital tools to give parents more visibility into their child's day.

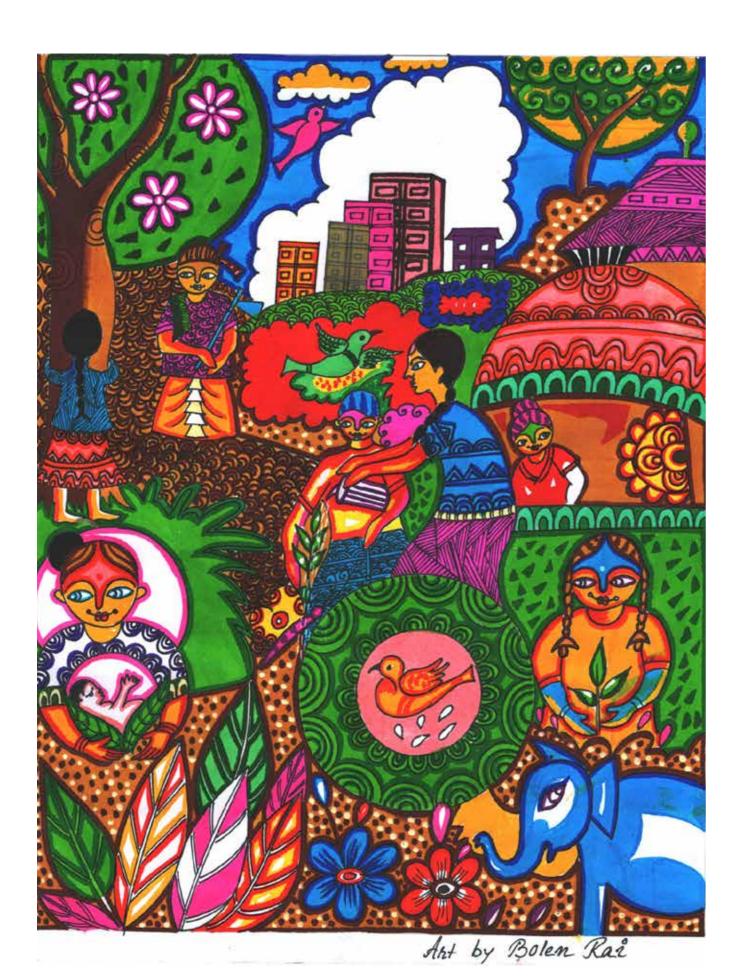
Students, with parents who are involved in their education are more likely to earn higher grades, enroll in higher-level programs, pass their classes, attend school regularly, have better social skills, and graduate on to postsecondary education. They hold true no matter a family's income or background. Experiencing early learning and care directly from the parents, helps children to develop their social and emotional lobes, in the brain. It makes them gain mental stability and career success later on in life. A correctly stimulated and engaged child is most likely to perform and do well career-wise. Parent involvement motivates children to learn, leading to higher grades. Higher the degree of parental involvement, higher is the impact on the child's academic achievement.

A parent's positive attitude and support towards their children's education can inspire and empower the child to develop good learning habits. This results in academic success. In the long run, the child experiences economic and social benefits. Sadly, many schools are unsuccessful in getting parents to take an active role in their child's education. Nowadays many schools worldwide are organizing as well as conducting programs to ensure that parents are involved in their child's education.

Akshunya Anand 7th 'J



ARIVOLI - 2023



Southern Command

CBSE Board Results 2022: Southern Command Command Toppers: Class XII

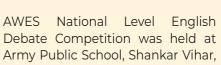
SCIENCE	COMMERCE	HUMANITY
Vedang Bahuguna 98. 8% (APS, Pune)	Lubna Asif 98. 2% (APS, Bangalore KKR)	Adah Verma 98. 6% (APS, Kirkee)

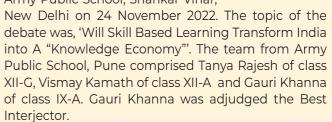
Command Topper: Class X

TOTAL

Sumedha Das 99. 2% (APS, Pune)

AWES INTER-COMMAND LEVEL ENGLISH DEBATE COMPETITION





NATIONAL LEVEL TAEKWONDO CHAMPIONSHIP-2022.

The 1st Awadh Open National Taekwondo Championship 2022 was organised by the Sunrise Taekwondo Academy and promoted by the UP Taekwondo Association was held at KD Singh Babu Stadium, Lucknow from 02-04 Dec 22. Twelve states and approximately 600 students participated in the same. It was a very proud moment for APS Jhansi as 06 students participated from the school and bagged 02 Gold Medals, 02 Silver Medals and 02 Bronze Medals. The names of the APS Jhansi outstanding achievers are as under:

- (a) Harshvardhan (X-B) 1st Position - 1st Position (b) Smita (IX-E)
- (c) Gopika Saji (XII-C) (d) Yashu Ojha (VIII-A) 2nd Position
- (f) Gracy (VI-D)
- 2nd Position
- (e) Harsh Kumar (XI-C) 3rd Position
 - 3rd Position





ADVENTURE MOUNTAINEERING COURSE

Rahul Kumar Yadav student of APS Jhansi attended the Adventure Mountaineering Course at Himalayan Mountaineering Institute, Darjeeling From 20 Dec 2022 to 03 Jan 2023 sponsored by 56 UP Bn NCC, Jhansi. Five NCC cadets were selected for this camp from UP NCC Directorate. During this trek they reached the highest peak of West Bengal i. e. Sandakphu Mountain at 12000 ft above sea level. They learnt many practices of mountaineering during this trek such as kayaking, suspense transverse, slithering and white water rafting etc. Cadet Rahul Kumar Yadav was awarded a medal by Col HM Preenja, CO, 56 UP Bn NCC, Jhansi in presence of all ANO's and NCC Bn staff.



SPECIAL ACHIEVEMENTS

10 students of APS, Saugor participated in 8th National Senior Golf Tournament conducted by Indian Mini Golf Federation & Rajasthan Golf Federation at Jhunjhunu, Rajasthan from 30 Dec 2022 to 07 Jan 2023. Seven students secured medals and Master Sandeep Mishra was selected for the World Golf Championship to be held in Sweden in Aug 2023.



Five students (Aryan Singh, Priyanka Ekka, Sneha Singh, Geetika Patel and Neelakshi Dhaka) of APS, Saugor secured medals in 12th Kudo National Tournament 2021-22 conducted by Kudo International Federation of India (KIFI) at Solan (HP).

12 students (Priyanka Ekka, Geetika Patel, Amanjeet Singha, Sneha Singh, Aryan Singh, Sourabh Singh, Shouryavardhan, Goutam Singh, Akshay Vishwakarma, Abhya Purohit, Aprajita Sanjeev Jain & Mannat Shah) represented the school at National Level Championship organized at Bardoli Gujarat from 23 Oct to 31 Oct 2022 and secured 7 Gold Medals for Army Public School, Saugor.





Two students (Master Utkarsh Sen & Master Hemant Singh) of APS, Saugor represented the school in Indo-Nepal International Tournament held from 05 to 08 Dec 2022 at Pokhara (Nepal) and won Gold Medals in Martial Art & Athletics.





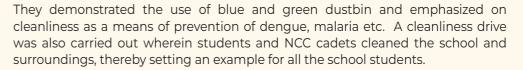
उपलेखि... इंडो-नेपाल चैंपियनशिप में सागर के धावक ने जीता गोल्ड पदक



साम | इंडो-नेपाल चैंपियनशिप के रजत पटक विजेत भारतीय पुरुष धाकक सागर के खिलाड़ी हंमत सिंह ने सर्वश्रेष्ठ प्रदर्शन करते हुए इंडो-नेपाल चैंपियनशिप-2022 के दूसरे दिन बुधवार को गोल्ड मेडल जीता। हंमत ने जूनियर वर्ग के 49 किया में गोल्ड मेडल अपने नाम कर लिया। नेपाल में चल रही यह चैंपियनशिप गुरुवार को समाप्त हो गई। प्रतियोगिता में नेपाल के खिलाड़ी भी शामिल थे।

SWACHHA BHARAT ABHIYAN

As part of the `Swachchata Abhiyan', a Govt of India initiative, APS Ahmedabad organised various programmes including a `Nukkad Natak' wherein the students educated the audience about proper waste disposal of domestic, industrial and agricultural.







PUNEET SAGAR ABHIYAN PLASTIC IN A FISH, DOES NOT MAKE A GREAT DISH

Curriculum defines the academic content taught in school. Can happiness be integrated into the Curriculum? is an interesting question. With the coming of NEP 2020 the focus shifts towards making Curriculum and learning more meaningful. **PUNEET SAGAR ABHIYAN is one such initiative taken up by Army Public Schools, Chennai**.

Civilizations have flourished on banks of rivers. Exploration of the oceans have given way to new discoveries and has also changed the course of history. Chasing rivers has opened our horizons and travel on waterways are emerging as means of vacation. Water is inextricably linked to the development of all nations. Water resources are critical for the existence of all life forms on Earth and play an important role in the economic development of a country. India is bestowed with extraordinarily diverse and distinctive traditional waterbodies found in different parts of the country. They play an important role in maintaining and restoring the ecological balance. They act as sources of livelihood and support biodiversity.





The theme for World Water Day in 2021 was **'Value Water'**. Water governance has been reinforced at all levels- local, regional and national, to ensure that the water bodies are maintained well for sustainable living. The truth is that citizens have an important role to play in maintaining clean and safe water resources. Beaches are one such water body that are to be maintained and require participation of the community at large. Various missions have been undertaken by the Government and by organizations in the process of conservation of waterbodies through cleaning up processes especially shores, beaches and banks of rivers. Many cities are also working towards conservation of waterbodies.

To inculcate the need to reach out to the community and to be part of such large initiatives by the government, students are introduced to Puneet Sagar Abhiyan. Through this the students are taught the value that beach supports numerous plants and animals and the safety of the ocean flora and fauna, depends on our coasts being safe and healthy. Another important value taught is to appreciate the joy of being close to any water body. It does make one happy and calm and emotionally healthy. A beach cleanup is essential and it improves the coastal and ocean ecosystem.

In view of the above engagement, Army Public School Chennai took up the initiative. 13 JD cadets participated in the social service activity 'Puneet Sagar Abhiyan' Naval Beach (INS Adyar) on 14 June

2022 and on 27 August 2022, at the Marina Beach, The 56 students from classes XI & XII, adhering to the safety protocols, collected debris on the shore and segregated them on the basis of degradable and non-degradable items. One section of students took up the work of creating awareness among the local population on how to dispose their waste items. Students made it a point to see that those present on the beach disposed of whatever left overs they had in the dustbins. Students drew the attention of those children who had thrown broken articles into the ocean. The knowledge that all things thrown will not return back to the shore and it will either be eaten by the animals or sink and create ocean debris was shared with the public.

At the micro level 'Puneet Sagar Abhiyan' promotes the message of "importance of clean sea shores/beaches amongst the local population". It is a curriculum that helps the students collaborate with citizens and the community collectively for a cause. Puneet Sagar Abhiyan helps to bring back this responsibility into the system. This helps in attaining sustainable development.

ENCOURAGING SCIENTIFIC TEMPER AND FLAIR FOR SCIENCE AMONG STUDENTS

Army Public School, Ahmedabad Cantt organised a Science Exhibition on 15 August 2022, wherein students showcased their talent by making models related to space i. e. satellite, telescope and periscope, transformers, solar systems etc. The Chief guest, Brig Anil Kakde, Chairman, APS Ahmedabad and Mrs Sangeeta Patel, Principal, surveyed the exhibition and were appreciative of the students knowledge and information about their exhibits.



TECHNOLOGY UPGRADATION IN SCHOOL

Technology plays a crucial role in the way of learning, thinking and communication. New computer / AI, language and Tinkering / Robotic labs were inaugurated by Maj Gen Mohit Wadhwa, GOC 11 Inf Div and Patron, APS Ahmedabad. Also present were Mrs Monica Wadhwa, Chairperson, GK FWO and Brig Anil Kakade, SM, Dy GOC 11 Inf Div. Guests interacted with learners and were impressed by the new technology upgradation.

The objective behind establishing the labs is to create a scientific temper among students by exposing them to emerging technology through practical hands-on-experiments.



INFRASTRUCTURE UPGRADATION

RESOURCE ROOM

A Resource room was set up at Army Public School, Pune to support trained teachers in guiding CwSN with individualized instruction and to facilitate a personal learning environment to meet the different needs of students. The assistive technology and adaptive tools help students learn more freely. Two classrooms have been converted into four rooms to support subject wise learning to help them understand their own potential, enhance their abilities and make them confident.

The resource room facilitates inclusion and individualized intervention as a tool to support the teachers in :



Remedial teaching Developmental delay Learning gaps

SENSORY PARK

The Sensory Park constructed at Army Public School, Pune will help to develop multiple senses of children by processing different visual, auditory and tactile texture. It focuses on features that engages all the senses of CwSN for better implementation of inclusive education. Gardening and plant care helps to develop gross and fine motor skills and provides "hands on" learning experience. Breathing fresh air and being exposed to sunlight during their outdoor activities benefits overall physical health of the children.





INCLUSIVE EDUCATION / GIFTED CHILDREN PROGRAMME

Visit to ASHA School

On the occasion of Children's Day students of Army Public School, Pune presented a cultural program in Asha School, Pune Camp. Mrs. Ritu Sahni, Chairperson Asha School was the chief guest. Students showcased their talent through their dance performances on various folk songs. The children of Asha School really enjoyed the programme. Mrs. Sahni and Mrs. Pallavi Sharma, the Principal, Asha School thanked Mrs. Anita Sharma, Principal Army Public School, Pune and the students for organizing such an entertaining program.









YOU CAN'T BELIEVE IN GOD UNTIL YOU BELIEVE IN YOURSELF

Swami Vivekananda

'Awakened Citizen Program', a value-based program by Ramakrishna Mission, works towards the holistic development of the students. The purpose is to train students towards positive attitude and mental strength. The modules are designed to open up thought process and avenues that can widen the world view of the students. ACP is being implemented in APS, Chennai for classes 6 to 8 since April 2018. This academic year 2022-23, the program was started in June.

The topic for June and July was 'Being heroic'. This topic was discussed during the sessions quoting excerpts from lives of Shivaji, Maharana Pratap and others. The concept, "I CAN", the root of this program was dealt with in detail. The children were made to realize that each and every one has a power within and by the strong belief of "I CAN", he/she can bring out that inner potential. Discussions were initiated on 'UNIVERSAL POSSIBILITIES" and "UNIQUE POSSIBILITIES".

'Developing Shraddha' was covered in the month of August. "ATHMASHRADHA"— Self-confidence is a main source of success to each and every individual. Ways to awaken Athmashradha in different situations were discussed here. 'My country, My Pride' was the topic for the assembly during this month. So, Shradha towards the Nation and its culture was highlighted through Skit, dance, songs etc.

'Expanding Ourself', was topic for the month of October and November. The achievements of many real-life heroes were shared. Rashtriya Ekta, the theme for the month of October was celebrated through various programs related to Living in Harmony. Students took the Integrity vow and also participated in the 'Unity run'.

'Seeking Perfection' was the topic for the month of December. 'How can we seek perfection in our daily life', 'How to interact with others': These topics were discussed in the class and the students presented chart work on the same.

Various Art integrated programs were also conducted for the holistic and sustainable learning and development of the students.

ACP moderators from the Ramakrishna mission visited the school on 25 Nov 22. They observed classes 6, 7, 8 and were delighted with the enthusiasm and commitment exhibited by student and staff. The feedback from the 'ACP Audit' is a testimony to the successful conduct of the program in the school. A few glimpses of it are given below;



G-20 PRESIDENCY AND INDIAN ARMY

After decades of waiting, India received the baton of G20 Presidency on Dec 1, 2022, for the next year. This clearly indicates that India is reaching the right place it truly deserves in the global order. This is a signal of the emergence of India as a significant player on the global scene. During the course of its presidency, India will be holding about 200 meetings in 32 different sectors in multiple locations across the country. During its presidency, India can make meaningful contributions to the global economy and can help improve the current unstable geopolitical state of affairs. The essence of India's presidency – "One Earth, One Family, One Future"will be reflected in its priorities.

India's G20 presidency is not a cake walk, but is a complex task as it needs to address climate action, the digital divide, disruption of supply of food, fuel and fertilizers, terrorism and corruption, and so on. Apart from these global issues, India needs to strategically face the border tensions with China to ensure smooth conduct of the international summit. In geopolitical context, Indian Army needs to play a significant role to counteract the border challenges posed by China. Moreover, India could take the opportunity to leverage its historical and amenable ties with Russia. It could also use this as a platform to address the Ukraine conflict, strategizing for peace and a path toward reconciliation as much as possible.

The Indian Army forms the backbone of the National security and ensures that all the people within its territory reside peacefully. It's motto, "Service before self" clearly reflects its attitude and determination towards it's work. It is always in the frontline when it comes to bravery in the matters of protecting nation's sovereignty and integrity. The Army has showcased it's valour in the past during the times of India-China War-1962, Indo-Pakistan War -1965, The Nathu La Conflict-Sept 1967, The Cho La Conflict-Oct 1967, Kargil War-1999 and many more.



Harish Kaveripakam PGT Economics, APS, PRTC, Bangalore

The crisis with China has likely forced a re-think of India's military modernization plans with growing challenges on land, India needs to take clear steps on handling the situation peacefully. The latest round of clashes between Indian and Chinese armies in Arunachal Pradesh has once again underlined the gravity of the China challenge faced by India. In fact, China and India have been locked in a border standoff in Ladakh since April 2020. The Indian Army has mirrored and matched the Chinese deployments in Eastern Ladakh and has sought to prevent China's People Liberation Army (PLA) from slicing the Indian territory.

Cognizant of the political and security obstacles with China and Russia's involvement in the G20 may bring, India is not obliged to heed any eastern or western calls, as China and Indonesia have clearly done recently. In this regard, the presence of a strong army provides a big relief to the Indian leaders and help them work and make clear decisions. While India is not seen as a likely moderator in calming tensions between member states, it can contribute by playing a productive role in bringing attention to the needs of countries in the Global South, whose economies are both reeling and are hard pressed to cope with crippling issues such as chronic youth unemployment, etc.

To conclude, all nations of G20, keeping their geopolitical considerations aside, must realize that some global issues like terrorism, etc., are a curse for humanity.

Hence, they must in all earnestness build a road map to solve these issues to build a just and safe environment.

Eastern Command

Comd Topper Students: Cl-X Bd Exam (Academic Yr 2021-22)



Tina Chakraborty 98.80% (APS Barrackpore)



Tanishka Sharma 98.80% (APS Barrackpore)

Comd Topper Students: CI-XII Bd Exam (Academic Yr 2021-22)



99.40% (APS Tezpur) (Science) Stream Topper, She has also been awarded with Netaji Subhas Chandra Bose for securing first position in science stream in North East by Honourable Home Minister Amit Sah.

Padmakshi Dutta



(APS Tezpur) (Commerce) Stream Topper. He has also been awarded with Netaji Subhas Chandra Bose for securing first position in science stream in North East by Honourable Home Minister Amit Sah.

Poorav Bajaj

99.60%

APS Kolkata was awarded the best performing school all across the Nation in "National Handwriting and Colouring Contest 2022" organized by the Students Development Society, Aurangabad, Maharashtra, India under CBSE on the occasion of Azadi Ka Amrit Mahotsav on 1st Oct 2022 and the following were awarded:-

Ideal Principal Award -

Dr. Suchitra Bandyopadhyay, Principal

Ideal Teacher Award -

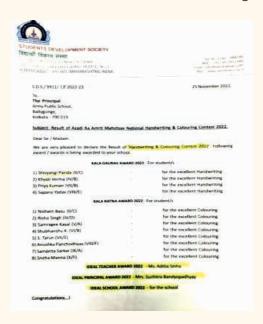
Ms Aditi Sinha, TGT (Math).

Kala Gaurav Award 2022 -

04 Students for Excellent Handwriting

Kala Ratna Award 2022 -

08 Students for the Excellent Colouring.



Ms Munmun Nag Choudhury, PRT, APS Kolkata received the award among the top 4 mentors CATEGORY out of 10000 mentors across the Nation by Dr Nisha Singh, CEO Cambridge University.



(APS Barrackpore) (Humanities)



Ms Jhumur Ghosh, CCA (Dance Teacher), APS Kolkata has been awarded with Ratnamani Title in KATHAK dance during the month of Jan 2023 by Mr Kajal Sengupta, Secretary Sarbabhar atiya Sangeet-O-Sanskriti Parishad.





Ms Anindita Dutta, TGT APS Kolkata received the award among the top 4 mentors CATEGORY out of 10000 mentors across the Nation by Dr Nisha Singh, CEO Cambridge University.



Dr. Goma Devi, PGT (Hindi), APS Narangi was appreciated by MD AWES for up liftmen of Nepali Literature (Prose)



Mrs Bani Barthakur, PRT APS Tezpur was awarded with Hindi Sahitya Srijan by International Mahila Kavya manch, Karnataka.



Mr Rural Rajbhonshi, PRT (Art & Craft), APS Tezpur was awarded the title of Grand Master Asia Book of Records for maximum portraits on river stones.



SPORTS INTEGRATION: EASTERN COMD

Sports activities are well integrated in all schools of Eastern Comd. Sports competitions are conducted yearly at Comd and Cluster levels to include competitions like Football (Boys), Basketball (Boys & Girls), Volleyball (Boys & Girls), etc. Sports include Volleyball, Football, Basketball to Chess, Karate, Boxing, Taekwando, Kabaddi, Kho-kho, Horse riding, Swimming, Badminton, Table Tenis and Golf.

Apart from participation in sports activities, students of APSs in Eastern Comd are participating enthusiastically in PT classes, Yoga, Martial Atrs, Fit India Movement, Run-for-Fun and Self Defence Programme.



CO-SCHOLASTIC - NATIONAL AND INTERNATIONAL AWARD: EASTERN COMD

APS Barrackpore

Rudra Pratap (Class VI)

Participated in the 20th K. B. I National Karate Championship on 23-25 Dec 2022.

Position : 01 x Gold and 01 x Bronze Medal

APS Barrackpore

Ishan Banerjee, Class XII (Humanities)
Participated in Indian Beatbox Championship-2022
on 17 & 18 Dec 2022 at Malad, West Mumbai.

Position: 3rd position

APS Narangi

Chiranjit Boro (Class IX)
Participated in MOSCOW WUSHU STARS held at Moscow,
Russia on 22-27 Feb 2022.

Position: 01 x Silver & 01 x Bronze Medal.

APS Shillong

Hymnson Challam (Class VIII) Participated in 'All India Karate Championship 2022 (12-13 yrs – 40 kg) ' held on 15-16 Jul 2022

Position: Won Bronze Medal.

APS Binnaguri

Deepanshu Gurung (Class IX), Rudrash Gurung (Class VII) & Anshu Saikia (Class V) Participated in All India Inter School & Senior Karate Championship Federarion Cup held on 28 & 29 Dec 2022.

Position : All won Gold Medals

APS Kolkata

Krisheiv Datta (Class IX)
Participated in 31st Open International Shoto Cup 2023
held on 07 & 08 Jan 2023.

Position: 2nd Position (Below 16 Years & 60Kg above)

APS Kolkata

Oishik Mondal (Class VII)

Participated in 1st War of Knights Open International Fide Rating Chess Tournament – 2022 on 26-31 Dec 2022.

Position: 1st position in Category - 1401-1600.













OTHER SPECIAL ACHIEVEMENTS

Education World India School Rankings Award. Army Public School Barrackpore has been ranked Second in the Central Government Day Schools category in the Education World India School Rankings 2022-23. The schools were intensely evaluated on the parameters that included academic reputation. Top schools were judged for adopting the best practices for the overall development of students, and teaching-learning experiences. Schools were also judged for adopting best teaching strategies benefiting the students to provide the finest possible cognitive learning experiences, thus preparing them to be successful 21st century learners.



CBSE National Science Exhibition 2022-23. Akshita Sharma and Rudraksh Kishore Dutta of class VIII selected for the CBSE National Science Exhibition 2022-23 which will be held from 07- 09 Feb 2023 at Lotus Valley International School, Gurugram.

CBSE Science Exhibition. Mr Pritam Dutta of Class XI (Sci) secured 1st posn in CBSE Science Exhibition (Regional Level) held at Hariyana Vidya Mandir, Kolkata and selected for National Level.



Swachh Bharat Abhiyan. Swachh Bharat Abhiyan translates to Clean India Mission, the most significant and popular mission taken place in India. The significance of the mission is effectively communicated and ingrained in young hearts and minds and their awareness levels enhanced. Students of each school of Eastern Comd have participated in this Abhiyan regularly with great zeal.









Puneet Sagar Abhiyan. "Jal hi Jeevan hai". The Abhiyan to make local people aware of keeping their environment clean and help to maintain an eco-friendly environment was widely implemented by APSs in Eastern Comd.











FOUNDATIONAL LEVEL: APPS CURRICULUM (PINK BOOK, PART II) – IMPLEMENTATION AND PROGRESS STATUS

The NEP 2020 emphasizes on providing learning opportunities for learners in joyful & experiential learning, building the emphasis of school readiness, developing foundational numeracy and literacy skills and developing life skills vis-a-vis scientific temperament.

Implementation and Progress status in Foundational level as per the APPS Restructured Curriculum:-

	Practices	Implementation& Progress Status of Innovative Practices in APPS	Glimpses		
	Pedagogies				
	Play-Way Method	Applied through activities like building blocks, shape and colour, express & control of emotions, solving the puzzles, etc are implemented in play way method.	446		
	Activity- Based Learning	Role play, story-telling, rhymes, projects, yoga are conducted.			
A.	Inquiry-Based Learning	Activities engaging in asking questions, observing, making records & collecting information are implemented in the schools.			
	Experiential Learning	Use of Mathematics Lab, Science Park, Herbal Gardens, Flipped Classrooms, Life Skills room and innovative classes, encouraging "Learning by doing".			
	Art-Integrated Learning	Activities for colouring, printing, scribbling, tracing, clay moulding, etc are organised.			
	Technology- Based Learning	Computer education is imparted to the children for audio- video simulation in young learners.	9.80		
В.	CCA	Different hobby clubs and CCA activities in learning competition conducted.			
c.	Seamless Transition	In order to bridge the gap between their transitions, the students of APPS made a visit to APS which helped them to be familiar with the atmosphere and the learning environment of school.	THANK YOU		

CURRICULAR UPGRADATION IN PRIMARY CLASSES OF FOUNDATIONAL STAGE (CLASS I & II) AND PRE-PARATORY STAGE (CLASS III-V)

The National Education Policy, 2020 proposes a child-centred Early Childhood Care and Education curriculum that prepares children holistic development through, multi-faceted discovery-based learning experience that develops all aspects of the learners' personality from cognitive to social, emotional, creative, and physical. Some of the ______ applied as follows:

Curricular Upgradation in the Foundational Stage (Class I & II) –

- ▶ Use of Resource Room, flashcards, Language Lab and block abacus for Class-I.
- ▶ Play way method, experiential teaching, etc and ICT in teaching-learning are being implemented.
- ► Art-Integrated projects and nature related activities are being carried out.
- ► Games and sports period are held thrice or four days-a-week to develop confidence, physical competence and team-spirit among the learners.
- ▶ Bag less days have been implemented for developing life skills.
- Three evaluations are conducted to evaluate the learners' learning and the efficacy of teaching provided by the teachers.

Curricular Upgradation in the Preparatory Stage (Class III-V)

- ► Games and sports period are held thrice or four days-a-week encouraging learners active participation.
- ▶ In order to help the learners develop scientific temper, mathematical understanding and abilities to recognize the world through quantities, shapes, and measures, they are given hands-on-experiences through various practical activities in EVS and Mathematics Lab.
- ► Initiatives are being taken for implementation of **SAFAL** project a CBSE initiative
- Academic year is divided into two terms, Half Yearly and Annual Exam.

Following practices are prevalent in both the Foundational Stage and Preparatory Stage

 Hobby Clubs are an integral part of the school curriculum. These are conducted on weekly basis.

- Parents-Teachers' Meeting and Parental' Orientation Programmes are conducted frequently to involve the parents in the overall development of a child as a stakeholder of this educational process.
- Separate periods for FLN under NIPUN Bharat mission are allotted in the timetable of Classes I
 III. Follow-up of the same is taken on a regular hasis
- ▶ Learners have endeavoured to some of the functional uses of 22 official Indian languages through 'Bhasha Sangam' as per CBSE guidelines.
- ► Continuous Assessment is done by using different tools and techniques, anecdotal records, checklist, rubrics, rating scale, photographs, audio-video clips, activities and worksheets.

SKILL EDUCATION AT SECONDARY & SENIOR SECONDARY LEVEL AND HOBBY CLASSES AT PRIMARY LEVEL

NEP 2020 mandates introduction of Skill Education with Hobby classes at the Primary Level as the stepping stone. The objective to be achieved is preparing future-ready citizens with 21st century employability skills. The Hobby classes can rightly be called the launching pad for the Skill Education.

Twenty three APSs of the Eastern Command have taken up Skill Education and Hobby Classes in earnest, in the following areas:

Art & Craft	Bamboo Craft
Book Reading	Eco Club
Yoga	Music
Dance	Abacus
Hydroponic Activities	Agriculture & Farming
Football, Basketball, Golf	Mushroom cultivation
Health & Wellness	Bee keeping
Karate, Taekwondo	Herbal Garden

The subjects which could be productively introduced in our system at Grade VI–VIII, IX-X & XI-XII, respectively are :

VI-VIII		
Artificial Intelligence	Data Science	
Information Technology	Financial Literacy	
Coding	Travel & Tourism	
Beauty & Wellness	Handicrafts	
Mass Media		

IX-X		
Information Technology	Fashion Studies	
Introduction to Tourism	Introduction to Financial Management	
Beauty & Wellness		
Artificial Intelligence	Health Care	
Multimedia		

XI-XII		
Information Technology	Fashion Studies	
Tourism	Data Science	
Beauty & Wellness	Financial Marketing	
Artificial Intelligence	Health Care	
Multimedia		

SCIENCE AND INNOVATION AT SCHOOL AND COLLEGE LEVEL

Presently all the Teacher Education programs aim to incorporate all the essential skills in the methodology of the teaching process. The workflow in the process of science teaching have been like:



Concept → Process → Application → Social Relevance.

Going beyond the content; teaching science would be a process of unlearning the misconceptions among students to relearn the scientific processes.



The future teachers can shape their teaching strategies to help the Scientific Temper development of by using these approaches learners. The tasks of science teacher also necessitates them to inculcate scientific temper amongst the learners oat various levels. The school-level science classrooms are the hatcheries for learners who will take science in their higher studies. The very essence of teaching science emphasizes on igniting critical and analytical approach towards the curriculum. Some innovative strategies of science teaching are discussed here.

- · Project-based learning
- · Construction of concepts
- · Organization of team activity
- · Emphasize on creative thinking.
- · Reflection of lessons
- · Recognition of discovery
- · Preparation of science models
- · Fishbone technique
- · Use of ICT and software application
- · Organization of science quiz and science exhibition
- · Membership of science club
- · Participation in science magazine publication
- · Set up of virtual science laboratory.
- · Setting up ATL and Arduino-nano based workshops.

NEP 2020 is empowering education to create meaningful learning, critical thinking and thus producing innovation. It has laid provisions for schools and colleges to cater to the same:

At the school level

- Atal Tinkering Labs, Artificial Intelligence Labs, Robotic Labs, Drone Labs and 3-D Printing Labs have been set up in the schools.
- ► The use of **Science kits** to help students have an engaging educational experience in physical sciences, life sciences, or earth sciences.
- Virtual Science Labs available online (for free) through which students can complete their homework and access learning materials conveniently and conduct research regardless of their geographical locations.
- ▶ **ICT Enabled Learning** aids in teaching the scientific ideas that promotes open-source learning.
- ▶ New-Age organizations like SPACE KIDZ INDIA have come up which is collaborating with 700 Government schools to impart space education and launch space related innovative projects.

ARMY WELFARE EDUCATION SOCIETY ARMY WELFARE EDUCATION SOCIETY 131

At the College level

- ▶ Innovative projects in New-age technologies like Web-3, Block-chain Technology and cyber-security are being assigned to students along with their regular courses and as specialized projects.
- ➤ These projects are often facilitated by the colleges itself and often students are approached by companies for internship along with their regular college courses.
- ➤ So, a student starts **earning** much before he is out of his college sheerly based on his/her skill. They should always keep developing vocational skills and well advertise them through socioprofessional sites like Linkedin
- ▶ Science outreach programs interacting with other educational institutions and student community for sharing inventive abilities to foster overall expansion of scientific ingenuity and innovation.
- Conducting ideation programs This program encourages college students to emerge with original solutions and ideas for specific problems faced at community level. This encourages "Startup" programs leading to entrepreneurial journey in the youth.

ART INTEGRATION

"Every Child is an Artist." Keeping this in mind Army Public Schools across Eastern command have integrated Indian Art form – visual and performing in the teaching learning process. Art integration presents complex concepts in a creative and experiential way.

Budding minds are learning and crafting work like mandala, wall painting, model making, brochure designing, T- shirt designing, collage, cartoon strips, origami etc. Drama and melody as well are the part of learning the content of interdisciplinary subjects. Objective is not only to introduce art forms but preparing learners to experience life itself. Our future young global minds are being acquainted with programmes like- Ek Bharat Shrestha Bharat, G20, Vasudhaiva Kutumbakam, No Tobacco Day, Gallantry Awards, Azadika Amrit Mahotsav etc. Working in team; analysing a situation; thinking critically and creatively; pooled with psychomotor and kinaesthetic skills are preparing them for life outside the classrooms.





NEP 2020 IMPLEMENTATION AT SCHOOL AND COLLEGES

Swami Vivekananda once said, "Education is the manifestation of Perfection already in Man". Education brings about awareness of one's true self. Education is meant to hone talent, sharpen our mind-sets and educate us on a myriad of things.

The New Educational Policy 2020 envisions the holistic development of curriculum and personality at different stages of learning. It focuses on enhancing students' overall learning experiences and making education more skill-based.

Adoption and implementation of multidisciplinary structural outlines to transform learning process into a vivacious and enthusiastic one under the guidelines laid down by NEP 2020, are being undertaken by Army Schools in the Eastern Command, in unison with educational institutions nationwide. To incorporate Early Childhood Care Education (ECCE) & Foundational Literacy and Numeracy (FLN) as laid down by the policy, 12. 5% of the Army Schools under the Command conduct Pre-primary Classes. Steps are being undertaken to encourage inclusivity, cooperative learning to propel students in the direction of critical thinking and problem solving through experiential learning methods as mentioned in NEP 2020.

To facilitate experiential learning, Sports and Art Integrated Activities such as Martial Arts, Art Week, Khelo India etc. are held frequently. This also helps promote collaboration and teamwork, creativity, innovativeness and fosters a keen sense of 'Aesthetics and art' as laid down in the policy. As NEP 2020 emphasises on 'Hands-on learning, arts-integrated and sports-integrated education', field trips to various Science centres and places of historical significance have been organized. Celebration of Fit India Week, Inter Class physical activities, Run for Unity have been observed by all Army schools in the eastern Command to inculcate values such as integration, patriotism and a sense of overall well-being so that learning is holistic, integrated, enjoyable and engaging.

NEP 2020 lays emphasis on making Sanskrit an integral part of the curriculum and states 'Sanskrit will be mainstreamed with strong offerings in school - including it as one of the language options in the three-language formula. 'To be in sync, Sanskrit is being offered in 75% of Army Schools from classes VI to IX in the Eastern Command. To promote Multilingualism as laid down by NEP 2020, the use of multilingual approach is being implemented at its best especially at the primary level. Adoption of bilingual Approach to teaching and learning through

activities like recitation & debates, Ethics Bowl Competitions, celebration of Inter- Cultural festivals to create a sense of belonging towards Indian Culture are also held at cluster and command levels to foster soft skills in students.

Linguistic Activities such as assessment of Speaking and Listening, Panel discussions, Role Play, Creation Vlogs etc. are undertaken to promote communicative ability, hone literary and writing skills and to improve, 'Oral and written communication' as mentioned in the policy.

In addition to proficiency in languages NEP 2020 also emphasises on skills such as 'Scientific temper and evidence-based thinking; digital literacy, coding and computational thinking. Formation of different clubs such as Artificial Intelligence (AI) and Robotics, Quiz and Olympiad, Astronomy, use of AI/VR and Space labs wherein project based practical experiences are provided to students to enhance experiential learning, is a priority for all Army Schools. Skill subjects such as NCC, IT, Financial marketing, Al, Coding and Computer Application are being offered at the secondary level and Multimedia at higher secondary level in 75% of Army Schools in the Eastern Command. There is increased focus on facilitating flexible modes of learning, 50% of the Army Schools provide streams of studies: Humanities, Science and Commerce and 62.5% of them provide a flexible subject combination. It is ensured that core human values are incorporated with the syllabus.

While incremental changes are happening, the prime focus lies in the swift execution of NEP-2020, collective efforts are being undertaken by all APS' in the Eastern command to follow a holistic approach to learning in all fields be it Science, Humanities, Sports, Art etc. We as an educational fraternity are striving to create a new system that is aligned with the aspirational goals of 21st century education.

SUSTAINABLE SOLUTIONS FOR HEALTHY ENVIRONMENT TOWARDS

One Earth, One Family, One Future
"Earth can satisfy man's need but not his greed"

- Mahatma Gandhi

About twenty years ago the world measured human development according to a country's economic status. So the economically well developed countries were those where people led a comfortable life. The other countries which showed wide-spread poverty and economic backwardness were called 'developing countries'. The former group of countries not only made good use of their natural resources but also

laid claim upon the resources of the developing countries. Consequently rich nations got richer and the developing countries got poorer. In time, the advanced nations came to realise that their progress was being gained at a heavy price. They learnt that they were being affected by serious environmental problems caused due to their indiscriminate use of natural resources. Today these environmental problems are not just only problems but they have magnified themselves to become threats to human existence. Thus it is the imperative to adopt sustainable ways to meet the need of present generation without compromising the ability of future generations to meet their own needs.

Environmental degradation is a global concern, and a global change towards sustainability requires awareness, understanding and actions both at individual and organisational levels. Individual actions when done in group results in powerful effect on the decisions of an organisation. Small steps such as replacing plastic with jute, the golden fibre will not only boost the production of jute and employment of people at large but also will reduce the threat that plastic posses to human health as well as to environment. While jute is inexpensive, natural fibre, easily biodegradable, plastic is non-biodegradable material that takes 400 years to degrade. It accounts for more than 80% waste in lakes and sea. Besides, jute also has low carbon footprint.

Use of bicycle and electric vehicles will not only reduce the consumption of fossil fuel like petrol and diesel but also will reduce the emission of nitrogen dioxide, carbon monoxide and other harmful gasses to the environment. Fully electric vehicles have zero tailpipe emission and therefore are much better for the health of the environment. Electric vehicles have very low maintenance as they have less moving parts like internal combustion engine; hence they are cost effective too. Riding bicycle has benefits not just to the environment but also to human health. Bicycle riding is a good form of cardio exercise which works to make one healthy and hearty.

Solar energy is a clean, green energy easily obtained from sun. It is scalable, that is it can be deployed on an industrial scale or can be used to power single house hold. Using solar power is another way to reduce carbon emission. It is low in maintenance and reduces electricity bill as well.

The concept of "Reduce, Reuse, and Recycle" may feel retro, but it is just as important as when the term was coined. Every product we purchase has an environmental footprint, from the materials used to create it to the pollution emitted during packaging, something that finally ends up in landfills. It is always

wise to ask oneself if the items are necessary to purchase before purchasing. One should also consider of buying gently used items instead of completely new as it contributes to less carbon footprint.

Boycotting products that endanger wildlife is another extremely crucial step in achieving sustainable environment. Products made from animals are illegal to buy, import or export as it contributes to habitat destruction, which removes necessary buffer zones between humans and wild life fauna. Therefore to preserve the balance between flora and fauna it is necessary to stop indiscriminate killing of animals for trade.

Thus we can say that, adopting sustainable practice is a wonderful way to conserve the natural resources and combat the environmental challenges we are facing today. We need to change our approach towards the use of natural resources and try to find other alternate solutions available for the same. It is our duty to save the earth for a greener tomorrow. Finally, in the words of Rachael Carson, "the more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction." (Rachael Carson, "Silent Spring")

Aditi Sinha, TGT English Army Public School Kolkata

MENTAL HEALTH – A HAPPINESS ENABLER

"In pursuit of happiness"

- is the mantra of people across the globe. They spend their time chasing things that make them happy. Be it getting rich or paying attention to relationships, people do several things in pursuit of happiness. But what many fail to acknowledge is the role of their own mental health in enabling happiness.

This brings us to our question, "What is mental health?"

Well, it is all about how we feel about ourself, our surroundings, and the people surrounding us.

Many correlate depression or anxiety with poor mental health. But that doesn't mean that people who don't suffer from these two conditions are in good mental health. The typical signs of people enjoying good mental health include –

- 1. an enthusiasm for living
- 2. feeling contented
- 3. an ability to cope with the stress of life 4 self-confidence
- 4. an ability to enjoy and indulge in fun activities

More than all, it is an acceptance of the bad things that have happened in life. It is an acceptance of who we are and how we are. After all, the Great Buddha said, "You, yourself, as much as anybody in the entire universe, deserve your love and affection."

The following ways could help cultivate sound mental health for a holistic living:

Be grateful

A poor sense of contentment is one of the biggest causes of mental agony. If we feel low on seeing the neighbour's new car, or are agitated because a colleague got promoted, then these are signs of not feeling contented.

No matter what the scenario in our life, we need to feel grateful.

We should say a silent thanks to the divine power that we have a roof over our head, sufficient food to eat, and a family to lean back on.

Instead of complaining about what we don't have, we should contemplate what we have that many others in this world don't. We will surely feel grateful for these things present around us.

Practice mindfulness

The world is in a constant state of chaos. Events keep happening. People keep popping in and out of our lives for no rhyme or reason. But we should be mindful about letting issues affect us. Instead of trying to absorb everything and becoming anxious about everything happening around us, we should do this:

Limit the number of thoughts that enter our head. Learning to soothe the mind. We can take a deep breath when situations overwhelm us.

Meditation is to be practised on a regular basis. It will train our mind not to be affected by all the chaos around us.

Embrace activity

A sedentary lifestyle doesn't affect just our physical health. It also harms our mental well-being. So let's go outside, get an adequate workout for the body. We won't fail to notice the tangible gains in mental well-being.

Strenuous workouts at the gym aren't the only way to get active. Even brisk walking or doing yoga can do wonders for our mental health.

Such activities also help release endorphins that unleash a sense of happiness within us. No wonder such activities are termed natural treatments for depression and anxiety.

It's ok to seek professional help

We shouldn't hesitate to ask for expert help if we are feeling low in life. Fortunately, the advancing healthcare sector has opened up new vistas in the form of better psychological and mental health care.

They will help us get out of the abyss of the lows of life. They have dealt with many cases before and know what will work in our specific case.

We will find experts who assist people in coping with mental issues like bipolar disorders, anxiety, and depression. The various therapies suggested by mental health experts are sure to give us a way to come out of mental health problems.

Manage emotions well

We should always remember that our mind is under our control. If we feel low and see the world closing in on us, it is the ideal time to take the reins and reclaim control of our mental well-being.

The first step in this direction is to manage our emotions well. Feelings like anger or helplessness can break even the strongest of people. So rather than fighting with it, we are to take an alternative route and stop thinking about it; taking a brief pause, trying to connect with ourself from within by closing our eyes and taking a few deep breaths.

This way, we will feel better in control of our emotions. Agreed, it can be a tricky thing to master. But when we manage emotions well, we have a better likelihood of controlling the negative feelings that can have a negative impact on our life.

Feel positive around us

We shouldn't let negative situations overwhelm us and make sure to look on the bright side. The sliver of hope will help us keep our chin up even when everything around us seems to be falling apart.

We need to practice deliberate transition of thoughts from negative to positive. This way, we can start thinking more about things that we enjoy doing. Let's find the aspects that revive the zest in us from within. Then focus on those elements so that we can distract ourself from the negative thoughts that threaten our mental stability. It is clear that mental health affects most aspects of our lives. Our psychological and social well-being depends a lot on how we feel within ourselves. If we do feel low, then these pointers will help us out a lot.

Reinforcing positivity around us and being mindful of what affects us can go a long way. These steps are small yet highly effective pointers that we can implement in our daily lives. Of course, we can also seek professional help if we feel bouts of depression that we just can't seem to shake off.

So let's stay positive and look forward to the miracle called 'life.'

Ms Saptaparna Ghosh, TGT Army Public School Kolkata

Western Comd Toppers

Class - XII



Ms Kreetika Thakur 99. 8% Humanities (APS Janglot)

School Topper & UT Topper.

She has also stood 1st amongst all

APSs working under the flagship of

AWES in India.

She has also bagged 2nd rank in All

India CBSE Class XII result 2021-22.



Ayush Kumar Singh 98. 6% Science (APS Jalandhar Cantt)



Mr Manas Gandhi 98. 4% Commerce (APS Ambala)



Mr Videh Sachdeva 98. 4% Commerce (APS Ambala)

BD RESULTS FOR ACADEMIC YEAR 2021-22: CLASS X AND XII

Western Comd Toppers (Class - X)



Ms Sugeeta Pratap Singh 99. 4% (Delhi Cantt)



Nikhil Kumar 99. 2% (APS Madhopur)



Bhavya Chand 99. 2% (APS Jalandhar)



Mr Navneet Kashyap 99. 2% (APS Chandimandir)



Aadya Sharma 99. 2% (APS Noida)



Ms Rajnish Kumari 99. 2% (APS Pathankot)



Ms. Vandana Malik 98. 8% (APS Pathankot)



Mr Arman Kumar 98. 8% (APS Dhaula Kuan)

SPORTS AND ACHIEVEMENTS

INTERNATIONAL

Girls football team of **APS NOIDA** participated in the Concord International Football Championship held at City Montessori School, Lucknow in December 2022. The team won the Fair Play Award.



INTERNATIONAL INTER SCHOOL TALENT FEST-2022 ORGANIZED BY ACT UNIVERSAL DUBAI

Talent Fest-2022 organized by ACT Universal Dubai through online Zoom Platform on 20 November 2022 to celebrate International Children's Day Celebration 2022. APS Kaluchak

outshined in the competition. Kriday Mahajan of Class III got second Prize in ENGLISH MONOLOGUE COMPETITION where as Chai Per Charcha Team comprised of teachers Ms Anamika Jamwal, Ms Archana Rani and Ms Monika Kohli was JUDGES FAVOURITE TEAM and got prize for the same.

NATIONAL

Pawan Yadav of APS NOIDA won Gold medal at BDFI 5th Sub Junior National Boxing Championship held at Sonepat, Haryana.

Anay Pandey of APS NOIDA won the CLTA Junior Tennis Circuit organised by AITA at Chandigarh. He participated in the Super Series National Ranking Tournament.

Aanavi Vidya Anand of APS NOIDA represented Uttar Pradesh in Senior National, Under-17 and Under-19, National Basketball Championship. She also played the and 3 on 3 State Basketball Championship.

Kamakshee Chaudhary of class XI represented Uttar Pradesh in the Under-17 and Under-19 National Basketball Championship. Shristhi and Kanishka of APS NOIDA have represented Uttar Pradesh in the Under 14 National Basketball Championship

Girls Basketball Team of APS NOIDA participated in the CBSE National Basketball Championship held in Chattisgarh in the month of January 2023.



OTHER SPECIAL ACHIEVEMENTS

Ms Jigyasa Yadav of APS Ambala has been awarded with Best ANO Awards by Honourable Mr Kunwar Pal Gujjar, Education Minister, Haryana Govt on the occasion of 75th NCC Day.



Devansh Jhamb of Class X-H, APS Ambala secured 5th position out of 5.5 lakh participants in the prestigious International Humanity Olympiad 2022 and recipient of PC Tablet, a book and a certificate of achievement.

Prarona Mondal of Class XII B, APS Ambala won the first prize in Group Dance in the youth category. The competition was organised at the National Level by Akhil Bharatiya Sanskrutik Sangh Pune; official partners of the UNESCO. She has also received an invitation for a cultural event by ABSS- UNESCO to be held in Dubai.

SWACHH BHARAT ABHIYAN

Students of APSs under Western Comd enthusiastically participated in Concentrated Drive and various activities taken up like disposal of scrap held with school, Cleanliness Drive etc.







ENCOURAGING SCIENTIFIC TEMPERAMENT AMONGST STUDENTS

▶ To build scientific temper and enhance rational and scientific thinking among students of APSs they are regularly taken to science labs. The schools have also established Atal Tinkering Labs/ Robotics Lab for students to ignite and nourish their scientific curiosity. In ATL the students are given hands on experience wherein they work on various projects and display their creativity.



- ▶ Science Exhibitions are being organized in schools. Students took these exhibitions as opportunity to showcase their scientific temper. Age appropriate working models have been installed at various location in the school premises.
- ▶ PGT and TGT Science teachers are being trained through FDRC webinars to build scientific tempers among students of APSs. Schools have well established Science Park demonstrating various scientific phenomena to create scientific ambience and scientific attitude among students. Students are being encouraged to develop critical thinking skills. Students are being guided about the meaning of scientific temperament means not to accept anything without a



proof or test. Students are being guided to watch more scientific programs and direct them with reliable source of reference. Students are making aware about discussion, analyzing and argumentation which are the vital part of scientific temper. Students are being encouraged to ask questions and allowed to seek answers on their own.

▶ Some other initiatives by schools:

Students of APS BD Bari class X of the school participated in Regional Science Exhibition 2022 held at Bhartiya Vidya Bhavan, Amritsar from 19th to 20th December and science model of the school "Pyrolysis of Plastic" has been selected for NATIONAL LEVEL SCIENCE EXHIBITION to be held at New Delhi from 7th to 9th February 2023.





▶ To inculcate scientific temperament, Research & Innovation APS Delhi Cantt is focussing on learning by doing. The school participated in the various science projects competition.



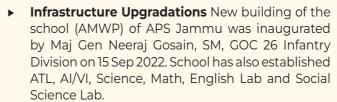




Army Public School Kaluchak participated in 'Smart India Hackathon Junior Event'. The event was conducted by The Ministry of Education Innovation Cell (MIC) and The All India Council for Technical Education (AICTE). The school got selected from J&K. Four students participated from our school were Miss Samandeep Kaur, Master Amerinder Singh, Master Amrinder Singh and Miss Muskan Bhagat. Name of model-1 K Loop



▶ Initiative of Puneet Sagar Abhiyan. Under Puneet Sagar Abhiyan, School conducted Shramdaan on monthly basis wherein students, teachers, staff and NCC cadetsc leaned the sea shore / water body. he collected waste was handed over to NGO ECPFO (The Environmental and Consumer Protection Foundation) for recycling. Students were sensitized about importance of water bodies and how to preserve natural resources.











CONTRIBUTION OF INDIAN ARMY TOWARDS G-20 PRESIDENCY

India is a founder member of the G-20 and will host the 2023 Annual Summit of G-20. Hence, India will assume the Presidency of the G-20 for one year from 1 December, 2022 to 30 November, 2023. India is expected to host over 200 G-20 meetings across the country, beginning December 2022. The G-20 Leaders' Summit at the level of Heads of State/Government is scheduled to be held on 9 and 10 September, 2023 in New Delhi.

The Indian Army has made significant contributions towards the G-20 Presidency. It has played a key role in providing security and logistical support for G-20 summits and other related events. Additionally, the Indian Army has been instrumental in providing transportation, communication, and other logistical support to facilitate the smooth functioning of the summit. It has been involved in providing humanitarian assistance and disaster relief during G-20 summits. They have been actively providing medical aid, shelter, and other essential services to affected communities. Their contributions

have been essential for the success of this G-20 presidency and have helped in ensuring safety and security of leaders and citizens. Apart from these operational duties, Indian Army so contributes to the G-20 by participating in the G-20 Defence Ministers' Meeting, which is a platform for G-20 Defence Ministers to discuss global security challenges and coordinate efforts to address them. Indian Army has been a regular participant in this meeting and has played a key role in shaping G-20's defence and security agenda.

Overall, the Indian Army has played a crucial role in the G-20 Presidency by providing a secure and stable environment for G-20 summits and other related events as well as by activity participating in the G-20's defence and security agenda.

Shambhavi Lad XI F (Humanities) APS Jalandhar

TECHNOLOGY UPGRADATION IN SCHOOLS

TECHNOLOGY UPGRADATION (SESSION 2022-23)

- · Upgradation of Airtel Lease Line from 10mbps to 1gbps for the senior wing and Main Office.
- · Jio Broadband Fibre Optic lgbps shifted from Senior Wing to Junior Wing.
- · Establishment of a Robotic Lab in the Primary Wing with the following specification: Building Blocks, Bee Bot and Mat, IBO Sensor, 3D Design and Moulds, STEM Kits(DIY)
- · Website Redesigning, Development, publishing, and hosting were accomplished in a completely new platform and CERT Empanelled Audit has also been done.
- · Installation of Smart TV in A/V room to teach Mathematics, Science, and Social Science subjects for class VIII which is sponsored by BYJU's
- · The school has purchased a new camera Canon EOS 850D.
- · The CCTV IP cameras installed in following locations 7A, 7B, 8B and corridor





ENGLISH LANGUAGE LABORATORY

The English Language Laboratory has been upgraded with the latest version of Wordsworth software. The Lab can seat 35 students at any given time and the devices facilitate learning of the language by means of many hands-on activities and assignments.

Language Lab Upgraded as per the following specifications:

- · Configuring Wordsworth software for Server / Client structure. The users can access it online using the URL www. app. wordsworthlab. com
- · Wordsworth Courseware was given to all students in Class 1 to 10 in ten separate modules

ESTABLISHMENT OF ALLAB.

APS BD Bari leaping towards a bright future and feel proud to have an Artificial Intelligence Lab in the school which was inaugurated by Mrs Roopa Gosain, Chairperson, FWO 26 Inf Div. It was established with an aim to instil 21st century skills among learners.

Atal Tinkering Lab: Atal Tinkering labs have been established with an aim to promote innovation and creativity among school students. Students of the schools designed various projects under the supervision of Lab incharges. Various workshops have been conducted for the school students to tinker their creativity and innovative skill. Schools have also organised workshops for the students of different schools of Vidyanjali initiative.





Central Command

COMMAND TOPPERS: CLASS X & XII

Class - X



Master Shivansh Yadav (APS Nehru Road, Lucknow)



Ms Sara Mann 98. 60% Science (APS Nehru Road, Lucknow) (APS, New Cantt Allahabad)



Class - XII

Ms Supriya Singh 99% Humanities



Master Rajat Kumar Padhi 98. 80% Commerce (APS Gopalpur)

ACHIEVEMENTS IN SPORTS

Master Clifford Ethanael of APS Hempur won Silver Medal in Junior National Equestrian Championship 2021 held in Mumbai

Ms Mohini Rana of APS Clement Town won Silver Medal in 4th Youth Women's National Boxing Championship 2021. She has been selected for 'Youth Khelo India Games 2022' as well as for North Zone Boxing Championship from Uttarakhand. She has also been selected for Inter University Championship being held in Hemwati Nandan Bahuguna Garhwal University, Srinagar Uttarakhand. Govt of India has





agreed to sponsor her education. She is presently undergoing training at National Centre of Excellence, Rohtak

Ms Swati Nagar, a student of Class X E of APS Varanasi brought laurels to the school by securing First Position in XIV UP State Arm Wrestling Championship, 2022 in 45 Kg Weight Category held at Aligarh from 22 to 24 July 2022. She also won Gold Medal in 44th National Arm Wrestling Championship, 2022 in 45 Kg Weight Category held at Sonamag, Jammu & Kashmir from 18 to 22 August 2022.



OTHER SPI ACHIEVEMENTS

Human Chain with 950 students & 50 educators was made by APS, Ranikhet on 13 Aug 2022. This fetched Indian World Records with the title as "World's Longest Human Chain at an Altitude of 6132ft" from Ranikhet (Uttarakhand).







Master Saransh Gupta was conferred with the prestigious, AWWA President, New Delhi 'Certificate of Appreciation' for a brilliant performance of setting a new record of 215 Hula hoop spins, in a minute, and getting his name registered in Asia & India Book of Records.

Master Pulkit Gaira of APS LBS Marg, Lucknow qualified the Fastest Finger First round of KBC Junior and had the proud

privilege to sit on the HOT SEAT and play KBC Junior with the superstar Mr. Amitabh Bachchan, The episode was aired on Sony Live on 7 December 2022 at 9:00 pm. He played the game very intelligently and made us proud by winning ₹ 6, 40, 000 (Rupees Six Lakhs Forty Thousand)



ACHIEVEMENTS IN ACADEMICS

Ms Riya of APS Clement Town has scored 99. 99% marks in NEET 2022 and secured All India Ranking of 77. She has joined Maulana Abul Kalam Azad Medical College, New Delhi.



Ms Sara Mann of APS Nehru Road, Lucknow has secured All India Ranking of 1011 in JEE Advance and joined IIT Roorkee.





Ms Chetna Marathe of APS Mhow was selected in Top 25 in the country in Veer Gatha Project (Painting) and she was awarded a cash prize from Hon'ble Raksha Mantri Shri Rajnath Singh. She was also invited to the parliament of India by NCERT on 14 Nov 2022 and got the opportunity to deliver a speech.



AWES CELL: HQ CENTRAL COMMAND

There are 26 Army Public Schools in Central Command with 56262 students and 2205 teachers. The schools have started Inclusive Education in all 26 schools which benefits slow learners. To develop scientific temperament in the students, the schools have started Atal Tinkering Laboratories in the Campus. The Tinkering Labs stimulate the young minds for innovative ideas. To develop the spirit of Nationalism in the students, National Cadets Corps activities have been undertaken in all schools. This year 22 Cadets have been selected for National Defence Academy, Khadakwasla.

PRESENTATION OF ROLLING TROPHIES

Conduct of Annual Central Command Principals Meet (CPM). The annual Central Command Principal Meet 2022 was conducted at APS Meerut on 04 Nov 2022. The meet was presided over by the Chairman Board of Adm (COS), Central Comd, attended by the MD AWES (online mode), Director School, AWES, selected Chairmen of APSs, all Principals and selected formation Staff Officers. Following Rolling trophies were presented during the event.

Overall Best APS in Central Comd			
S. No.	Cat of School	Name of School	
(a)	Large Cat	APS LBS Marg, Lucknow	
(b)	Med Cat	APS Ranikhet	
(c)	Small Cat	APS Gopalpur	

Max Entries into NDA, TES and AFMC. APS Nehru Road, Lucknow.

Max Percentage of Students above 95% Marks in Class XII. APS Ranikhet

Academically Most Improved APS in Central Comd			
S. No.	Cat of School	Name of School	
(a)	Large Cat	APS Agra	
(b)	Med Cat	APS Hempur	
(c)	Small Cat	APS Gopalpur	



LIFE- A BEAUTIFUL JOURNEY



Shreya Dwivedi, Class XII APS Nehru Road, Lucknow

We wake up in the morning, get ready to go to our workplace, spend our entire day working and reach home tired and exhausted.

Everyday, we follow the same routine. Sometimes hurdles come in our way and we feel like giving up.

Once, a thought struck my mind, "Why are we doing all this?". Putting so many efforts to achieve our goals, facing the challenges and overcoming the limitations. We succeed and sometimes fail too

But, we are aware of the fact that death is common to all and we will all die one day, leaving behind all our achievements, friends, family, all our loved ones. But, do not wait for that day knowing that it will also come.

Do you know why?

Because life is a journey, Life is to be lived and not spent. It does not begin by birth of a child, growing up as an adult, becoming old and dying one day. If life would have been this way, then everybody would have lived to die.

Our journey has begun. We have to enjoy each and every moment and phase of our life to live it in the fullest way possible so that we can cherish it forever. We will come across happy moments and encounter difficult ones too. But they are also an integral part of this beautiful journey.

So, face the challenges with optimism because "difficult roads often lead to beautiful destinations".



DEVELOPING KNOWLEDGE AND SKILLS EXCHANGE

Skill development, speed and scale are the three important aspects that are relevant to the present-day growth and development modules.

- Mr. Narendra Modi

The Group of Twenty (G20) is an intergovernmental forum comprising 19 countries - Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Republic of Korea, Mexico, Russia, Saudi Arabia, South Africa, Turkey, United Kingdom and United States and the European Union. The G20 members represent around 85% of the global GDP, over 75% of the global trade, and about twothirds of the world population. The G20 was founded in 1999 after the Asian financial crisis as a forum for the Finance Ministers and Central Bank Governors to discuss global economic and financial issues. It was upgraded to the level of Heads of State/Government in the wake of the global economic and financial crisis of 2007, and, in 2009, was designated the "premier forum for international economic cooperation". The G20 Summit is held annually, under the leadership of a rotating Presidency. G-20 Development Working Group (DWG) meeting held in Mumbai from December 13 – 16, 2022. India hosted over 200 meetings in over 50 cities across 32 different work streams. G20delegates and guests to get a glimpse of India's rich cultural heritage and a year-long India experience. The theme of India's G20 Presidency "VasudhaivaKutumbakam" or "One Earth · One Family · One Future" closely ties with LiFE (Lifestyle for Environment).

Equipping the workforce with the skills required for the jobs of today and those of tomorrow is a strategic concern in the national growth and development outlooks of all G20 countries. Together, G20 leaders have pledged to support robust training strategies to meet the challenges of fostering strong, sustainable and balanced growth in each country and globally. The globalization of markets is accelerating the diffusion of technology and the pace of innovation. New occupations are emerging and replacing others. Within each occupation, required skills and competencies are evolving, as the knowledge content of production processes and services is rising. A major challenge in all G20 countries is simultaneously to enhance the responsiveness of education and training systems to these changes in skill requirements and to improve access to training and skills development. Many G20 countries have used training and retraining in their responses to the employment challenges arising from the global financial crisis of 2008. Lessons

learned since thattime is being applied more widely. Ultimately, each country's prosperity depends on how many of its people are in work and how productive they are, which in turn rests on the skills they have and how effectively those skills are used. Skills are a foundation of decent work.

The cornerstones of a policy framework for developing a suitably skilled workforce are:

- i. A strategic framework for skills development
- ii. Sustaining robust training policies and systems
- iii. Sharing knowledge and experience

All G20 countries have identified skills development as a strategic objective. All are

stepping up investments in skills. India adopted an ambitious National Skills Development Policy in 2009. The United Nations is committed to the Millennium Development Goal of achieving universal primary education. UNESCO, in support of the Education for All campaign, recently adopted new guidelines on technical and vocational education and training. The World Bank is preparing a new skills strategy geared towards employability and productivity.

For achieving this:

- i. A broad definition of training and skills covering the full sequence of life stages: Basic education gives each individual a basis for the development of their potential, laying the foundation for employability. Lifelong learning maintains individuals' skills and competencies as work, technology and skill requirements change. Different countries focus on different elements as they see relative strengths and weaknesses in their own skills development systems, and as they learn more about innovations and experience in other countries.
- ii. Widely agreed guiding principles linking skills and work: The future prosperity of any country depends ultimately on the number of persons in employment and how productive they are at work. A rich literature exists on the links between education, skills, productivity and economic growth
- iii. Sustaining relevance to the world of work: Skills policies must be part of a broad set of policies that are conducive to high rates of growth and investment, including investment in basic education, health care and physical infrastructure, strong growth in good-quality employment, and respect for workers' rights.

The G20 leaders' commitment to support training efforts extends beyond their own countries. They have also committed themselves to helping other countries undertake effective skills development as a pathway out of poverty and towards more productive and resilient economies. There is ample scope to build on current development cooperation programmes for skills development. Eq:Upgrading employees' skills Work-sharing programmes, such as in Germany and Canada, help avert lay-offs during temporary downturns by offering income support to subsidize lost wages when employers opt to reduce working time rather than to reduce their workforce. The income support is typically provided through unemployment insurance benefits or other social income programmes. Social dialogue to gain agreement on such schemes is essential. In Germany, reimbursement of employers' social security contributions increases to 100 per cent if the employer devotes downtime to staff training. In Canada, individual training plans range from upgrading skills in current jobs to preparing for promotions and even training for jobs outside the company. Workers remain employed - helping retain aggregate demand in hard-hit communities – and acquire new skills, while employers are able to retain staff and avoid having to train new workers when markets pick up.

Fruitful avenues could include engaging national institutions in further exchange of experience, in particular in promotion of the training strategy for strong, sustainable and balanced growth; integrating skills into national and sectoral development strategies, in particular through the UN Common Development Framework system: providing capacitybuilding and financial help to expand the coverage and the quality of education and training available to disadvantaged groups; upgrading the informal apprenticeship systems which are the only means of acquiring skills available to most young people; and building skills into current "aid for trade" initiatives. In a nutshell, the building blocks of any skills strategy must be solid foundation skills and stronger links between the worlds of education and work. This in turn requires good-quality education in childhood; good information on changes in demand for skills; education and training systems that are responsive to structural changes in economy and society; and recognition of skills and competencies, and their greater utilization in the workplace. To be effective, policy initiatives in these areas will also need to be closely linked with economic and social policy agendas.

Mrs Ramva

TGT SST, APS NEW Cantt Allahabad

Northern Command

BD RESULTS FOR ACDEMIC YEAR 2021-22

Topper Class - X



Miss Swati Yadav 99% (APS Old Cantt Prayagraj)



Rakhi Kumari 97. 6% Science (APS Mathura)



Class - XII (Stream Toppers)

Anoushika Mukherjee 98.6% Humanities (APS Mathura)



Yashi Gautam 96% Commerce (APS Mathura)

SPORTS INTEGRATION (APS RAIWALA)

Sports activities are also conducted on a regular basis and it is also used as a method to make students learn in an interesting way. Various concepts like Team Building, Leadership, Discipline, Resilience, etc. are taught to them through sports. APS Raiwala has done exceptionally well in various Inter- School sports tournaments in the 2022-23 session.





SWACHT BHARAT ABIYAN (APS KANPUR)

29 Oct 2022. In order to become part of **Rashtriya Ekta Diwas,** APS Kanpur students (classes IX to XII) participated in **Swachh Bharat Abhiyan campaign** to spread awareness and strengthen the cleanliness system.



SWACHTA BHARAT ABHIYAN

A special drive towards cleanliness was undertaken by the NCC Cadets of the APS Udhampuer under Swachta Bharat Abhiyan.





ENCOURAGING SCIENTIFIC EMPERAMENT AMONGST STUDENTS (APS KANPUR)

To foster scientific thinking, teachers of APSK view young children as active learners (versus recipients of knowledge) and give them varied opportunities to explore and experiment.









Jinia Nehra PGT (English), APS Nagrota

CROSS BORDER EDUCATION: BACKGROUND AND FUTURE PROSPECTS

Ever since mankind came into existence, the search for more and new started. Man travelled far and wide to know more, exchange ideas, customs, material goods etc. In1492, with Columbus's voyage to the new world, started the rapidly growing and expanding phenomenon of globalization. In the last century, the process of globalization went into overdrive. With this, the education sector was also revolutionised. Globalization increased the opportunity and ability of learners to gain and apply knowledge. The concept of globalization of education came into being and accelerated the inter-flow and transfer of ideas and concepts. The notion of cross border education is an offshoot of ever growing web of globalization. It is in fact, a means of globalization of education.

Students all over the world have been moving to a foreign land in order to pursue a course of their interest. The developing economies need theoretical knowledge, professional skills and technical skills in order to move ahead, on the path of progress. The school education and higher education programmes in most developing countries is far from reaching these targets. In order to create a powerful workforce, countries have time and again made it possible for their people to go to countries that have a better network of educational institutes. Cross border mobility is often encouraged by the receiving countries also. The H1 b visa by USA and introduction of blue card visa by European Union show an effort on the part of these countries to retain the students who come from other countries. It was found that nearly 90% of Chinese and Indian doctorate students in the USA, did not return to their countries after completion of their course. So, it is clear that the developed countries also gained by employing highly skilled and learned workers. The private sector and transnational educational institutes play an important role in this mode of cross border education.

But the recent advancements in communication technology have radicalised the concept of cross border education also. Technology has enabled us to be globally connected 24/7. The

digital revolution has massively impacted people, from all walks of life. Technological advances have allowed the mobility of education programme and thus expanding its scope and reach. Due to its low cost and the fact that it reduces migration and brain drain, many countries worldwide are increasingly implementing this mode of educational expansion. Any institution wishing to introduce distance education can now use a range of open source learning management systems or software platforms that support e-learning. Indeed, some of the large states in the Commonwealth have some of the largest distance learning programmes and virtual universities in the world. Some of the national open universities enrol a large number of students from abroad; the Indira Gandhi National Open University in Delhi, for example, enrols almost 11, 000 foreign students. Some Malaysian universities franchise their programmes to local private colleges. This enables those who were unable to access public universities to study in a private university and obtain a university degree online. The target of lifelong quality education opportunities as envisioned in Incheon Declaration during World Education Forum 2015, looks attainable in the present scenario.

The way the education scene saw a drastic makeover due to the pandemic, is unprecedented. The online mode saved the education system of most of the countries from collapsing. This made us ponder about the future of teaching and learning. The concept of cross border digital school education programme definitely has a bright future and if implemented successfully can change the lives of thousands of students specially at secondary and senior secondary levels. While at the primary level, physical classroom is still the best medium, for senior classes online/digital teaching-learning platforms are of great value. This new approach, recently tried and tested all over the world, is here to stay.

ROLE OF SCHOOLS IN DEVELOPMENT OF UNDERPRIVILEGED GROUPS

Janvi Sharma Class 11th, APS Akhnoor

Schools can provide educational opportunities to children belonging to the underprivileged or marginalized groups in the community. People who have an education are more equipped to think critically, solve problems, and take charge. Additionally, students are taught in schools how to be responsible for their actions, open-minded, and welcoming of various cultures. Schools foster respect for others through fostering compassion in students for individuals who are different from them or who hold different opinions.

Marginalized communities are given the chance to take the lead through education. Through education, they can strive toward improving their life. Consequently, education provides them with a chance to develop and prosper. These kids, however, are denied an education or may not have access to schools for a variety of reasons. Hence, you may identify such children from the community and give them access to educational possibilities. They might have a life-changing experience through this, which would also help to advance society as a whole.

FACILITATE MUTUAL GROWTH

Schools establish a positive school culture when they collaborate with the community to make societal improvements. Schools work to instill in students vital morals that will live with them forever. Students typically do better and flourish academically when they are learning in a supportive learning environment. It opens the door to academic success. Hence, schools' initiatives to change society would have a positive impact on them. In this way, schools are facilitating mutual growth.

It is crucial for schools to collaborate with non-profit organizations to enable students to contribute back to the community. By collaborating with non-profit organizations, schools can bring positive changes to the community we live in. Schools and neighbourhood businesses can collaborate to promote community growth. This is another way to facilitate mutual growth. By doing this, you will be able to upscale students' leadership abilities. Such activities benefit students and communities alike. Students learn a lot through such activities.

By taking part in community development activities, students will have the chance to hone their leadership abilities. Being a good leader is simply one aspect of leadership, another is being conscious of your surroundings and cognizant of how they affect the lives of others. These skills would enable students to shine in a professional environment. Community development initiatives aid in the development of students.

For underprivileged groups reservation system has been provided in educational institutions and jobs. Moreover, underprivileged groups are not necessarily poor children, they can be physically disabled too. Keeping this thing in mind many schools has also constructed ramps. Schools has and should held a program of book fair so that, children could come and read the books. They can also encourage students to give their previous year books to the poor children. There are a number of things that we can do for them but we just need to take the initiative. Just remember, behind every single successful person there is an important role of education and school.

South Western Command

BD RESULTS FOR ACADEMIC YEAR 2021-22.

Class - X (Topper)



99. 4% (APS Jaipur)



Ms Disha 98. 6% Science (APS Jaipur)



Class - XII (Topper)

Ms Sonika 97. 6% Humanities (APS Jaipur)



Mr Prashant Tiwari 99. 4% Commerce (APS Bikaner)

SPORTS ACTIVITIES

Ms Divya of Class X, APS Hisar participated in International Karate Championship 2022 held at Kathmandu, Nepal on 24-25 Jun 2022 and won Gold Medal under 15 yrs category.



Ms Simran of Class-XII, APS Hisar participated in CBSE Boxing National Championship held at Sonipat from 12 January to 14 January, 2023 and won Gold Medal in 48Kg weight category.



Mr Bhanu Pratap Singh, APS Jaipur participated in National Level Shooting and won Gold Medal under 19 Yrs category.



Ms Anshu of Class IX, APS Hisar represented Haryana in junior National Boxing Championship 2022 and won Bronze Medal in 38-40 kg category.



Ms Kirti Dhull, APS Hisar participated in Youth National Boxing Championship 2022, held at Chennai and won Gold Medal in 81kg Weight Category.



Mr Dakshveer Singh, APS Bathinda participated in Punjab State Rifle Association Tournament held at Mohali on 19 & 20 Sep 2022, won Gold Medal in 10m Air Pistol.



Principal, **Dr Kavita Jakher** alongwih four student achievers of Army Public School, Hisar visited Rashtrapati Bhavan, New Delhi on 14 Nov 2022 and met Hon'ble President of India, Smt Droupadi Murmu.



Mr Harsh Vardhan Singh of Class-IX, Army Public School Jaipur, has been selected for an INSPIRE Award for the year 2021-22.



OTHER SPECIAL ACHIEVEMENTS

NCC



Cadet Karan Singh (Best Cadet-JD) Silver Medal (APS Lalgarh Jattan)



Cadet Nandini (Best Cadet-JW) Gold Medal (APS Lalgarh Jattan)



Cadet Kiranmayi T (Best Cadet Raj), Selected for RD Camp (APS Kota)



Mrs Loveleen Kaur (PRT) ANO selected for PRCN JW-108 Course at OTA Gwalior (APS Hisar)

SWACHH BHARAT ABHIYAN

A concerted drive for Swachhata Abhiyan was org in all Army Public Schools of South Western Comd. A cleanliness drive was undertaken by students and teachers with great zeal and zest.







TECHNOLOGY UPGRADATIONS

ATL, Robotics & AI labs have been est in all schools in Comd Zone. Trg session / classes are being conducted through various Pvt Firm / Companies and qualified Cmptr teachers







INFRASTRUCTURE UPGRADATIONS

Infrastructure upgradation such as renovation of Boys & Girls washrooms with state of the art items, Synthetic Basketball Courts, installation of CCTVs, Smart Boards etc have been carried out in many schools in the Comd Zone





INCLUSIVE EDUCATION

In accordance with the core values Empathy and Non-discrimination in NEP 2020, a resource room consisting of learning and supportive items have been est in all schools. WKSPS have been conducted to educate and sensitise teachers about CWSN. IE teams have been formed comprising Spl Educators, Counsellor, Doctor and School co-ordinators. Yoga theraphy classes are also being conducted.









AWAKENED CITIZEN PROGRAM

Awakened citizen pgme were undertaken by the schools. Various activities such as Compaign Rally, Online Pledge, Poster Making "Say No to Polybags" etc were undertaken. Compaign to clean water bodies were also carried out by NCC students.



PUNEET SAGAR ABHIYAN

Cleaning of Water Bodies (River and Ponds) were undertaken by the schools as part of Puneet Sagar Abhiyan. NCC students of all schools took active part in Shramdan.









HAPPINESS- KEY TO SELF-AWARENESS AND LIFE SKILLS DEVELOPMENT IN SCHOOL STUDENTS

'Take Charge of Your Happiness by Taking Charge of Your Self'.



Mrs Swati Sharma TGT English, APS Jaipu

appiness is one of the pillars of Emotional Intelligence. The pursuit of happiness is an age-old human quest; so is the axiom of "know thyself". And much like the idea of happiness, the concept of self-awareness has also been around for thousands of years. Ancient Greek philosophy, as well as many religions have extolled the virtues of knowing oneself for centuries. Even in modern times, self-awareness is considered to be an essential skill, which is required to be developed and enhanced in the school students, as the skill bears fruits in the form of building psychological resources such as resilience, willpower, emotional intelligence etc, which play a vital role in shaping and grooming one's personality.

Each child is blessed with numerous potentials which manifest in his ability to do exemplary things; for example, ground-breaking scientific investigations, commendable social services, excellent achievements in various walks of life and so on. Psychologists believe that all children are endowed with capacities to excel. Life skills help in realization and utilization of their potentials.

The World Health Organization has proposed a set of life skills. These are: Self-awareness, Empathy, Creative thinking, Critical thinking, Problem solving, Decision making, Coping with stress, Coping with emotions, Healthy interpersonal relationship and Effective communication. All these life skills are deeply connected with the happiness of an individual as it is the 'happiness' only, which is the key to the successful attainment of all these life skills.

In today's fast paced world, we are struggling hard to give the best of everything to our children but the element of happiness remains missing. Happiness has now become a part of the global policy agenda. However, if a child is taught or allowed to be happy with himself, his stress level reduces automatically and he develops a deeper insight not only of himself, but also of others. Consequently, a happy child with deeper insight tends to have greater inclination for self-discovery and lower self-deception.

A child who is able to sustain his happiness by viewing problems as a stepping stone to success and retain a sense of calm and peace, even in a stressful situations. would be able to lead a purposeful, successful and mirthful life.

The schools in India need to implement a curriculum which not only promotes development in cognition, language, literacy, numeracy and the arts but also addresses wellbeing and happiness of the students. The schools should adopt happiness curriculum for creating a stimulating environment for students where by adopting variety of methodologies, the students can explore, experience and express happiness.

Thus, a combination of building capabilities in scholastic areas of literacy, Maths, Science and other subjects with huge emphasis on co-scholastic skills of mindfulness, self-awareness, critical thinking, reflection & inner stability seem to be the need of the hour. Numerous researches suggest that the primary purpose of education is to create confident, mindful, responsible and happy individuals who collectively build a happy and harmonious society.

Farewell

Welcome

SOUTHERN COMMAND



Mrs K Damaris RK Puram, Secunderabad

Dr (Mrs) Prerna Mitra Date of Retiremen 29 March 2022

> Dr (Mrs) Upasana Yadav ASC C&C, Bangalore Date of Retiremen 06 May 2023

Mrs Arti Sharma Kirkee Date of Retirement 31 January 2023

Mrs Vipanjot Sehdeva Mumbai **Date of Retirement** 31 July 2022

Date of Retirement 23 August 2022

Mrs Jerry Brinda Solomon Date of Joining

Mrs Padmaja Rao

RK Puram,

Secunderabad

Date of Joining

22 August 2022

27 October 2022



Mrs Kavitha K Bangalore (KKR) Date of Joining 01 February 2023



Mrs Anuradha Sriram Chennai Date of Joining 04 March 2022

Mrs Lakshmi Madhuri Chatti Mumbai Date of Joining 25 September 2022

Mr Mukesh Kumar

Parasar

Pathak

Binnaguri

Rangapahar

11 April 2022

Date of Joining

Mr Rajeeva Nayak

Date of Joining

08 August 2022

Mrs Krishna

Baruah

Dinjan

EASTERN COMMAND



Mrs C Amen Jamir Rangapahar **Date of Retirement** 30 September 2022



Sr (Mrs) Shailja Chhikara Binnaguri **Date of Retirement** 14 April 2022



Mr Rajeeva Nayak Pathak Dinjan Date of Retirement 06 August 2022



Date of Retirement 31 August 2022 Mr Limameren Narangi

Date of Retirement 07 October 2022

Dr (Mrs) Ranjeeta

Sharma

Missamari



Mr Mrinal Choudhury Missamari Date of Joining 01 September 2022

Date of Joining 17 October 2022

Farewell

Welcome

WESTERN COMMAND

Mrs Hem Lata Vishen Kaluchak **Date of Retirement**

31 March 2023

Mrs Ritambra Ghai Dagshai Date of Joining 20 March 2023

CENTRAL COMMAND



Mr Manish Kumar Swami

Date of Retirement

Nehru Road,

31 March 2022

Lucknow





Mrs Naseema A Jabalpur No-1 Date of Joining 15 November 2022



Dr Shailja Chhikara Nehru Road. Lucknow Date of Joining



Dr (Mrs) Sarita Sirohi Bareilly Date of Joining 06 May 2022

16 April 2022



Ms Seema Tata SP Marg, Lucknow Date of Joining 01 April 2022

NORTHERN COMMAND



Dr Rama Mattoo Mathura Date of Retirement 07 March 2022



Mrs Anju Malhotra Mathura Date of Joining 05 August 2022



Dr Anupama Sharma Talbehat Date of Retirement 31 August 2022



Mrs Ranjana Pandey Talbehat Date of Joining 21 February 2023

In/Out Details of AWES Staff

<i>IN</i>			
S.No	Rank	Name	Date
1	Col	Pradeep Kumar	20-Jun-22
2	Col	NR Maggo	01-Mar-23
3	Hav/Clk	SK Tripathi	05-Jul-22
4	Hav/Dvr	Mahipal Sharma	09-Nov-22
5	Hav/Dvr	Sudheer Kumar	02-Jan-23
6	Sub/Clk	Rupesh Kumar	01-Feb-23
7	Hav/Clk	Pardeep Kumar	01-Feb-23
8	Hav/Clk	Raj Kumar	09-Mar-23

OUT			
S.No	Rank	Name	Date
1	Col	Sree Krishna	14-May-22
2	Hav/Dvr	SK Dubey	01-Nov-22
3	NK/IT	Narinder Kumar	01-Nov-22
3	Sub/Clk	VA Paul	23-Nov-22
4	Sub/Clk	AK Sain	15-Jan-23
5	Hav/PA	Kashmir Singh	27-Feb-23
6	Sub/Clk	Sunil Kumar	01-Mar-23



VISIT OF LT GEN C BANSI PONNAPPA, PVSM, AVSM, VSM, ADJUTANT GENERAL TO ACMS ON 03 JUN 2022



LT GEN C BANSI PONNAPPA, PVSM, AVSM, VSM, ADJUTANT GENERAL AND LT GEN PS SHEKHAWAT, AVSM, SM, DG DC&W DURING THEIR VISIT TO AIHM & CT ON 16 JAN 2023



GEN MANOJ PANDE, PVSM, AVSM, VSM, ADC, COAS DURING HIS VISIT TO ALC KANHE ON 01 FEB 2023



GEN MANOJ PANDE, PVSM, AVSM, VSM, ADC, COAS INTERACTING WITH STUDENTS OF ALC KANHE ON 01 FEB 2023

