SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

MAX INSTITUTE OF TEACHERS TRAINING

MAX INSTITUTE OF TEACHERS TRAINING,BIJULIA, NEAR CHAMBER
BHAWAN,RAMGARH-CANTT
829122
www.maxteacheersinstitute.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ramanand Educational and welfare Trust, the parent body of this Institution, has a very respectable image in public for its social work and welfare. The college campus is situated near Chamber Bhawan Bijulia in a lush green and pollution free environment. The college is catering to the educational needs of the society by providing various courses like B.Ed. and D.El.Ed. with its massive infrastructure, well equipped laboratories, completely Wi-Fi enabled campus and a good collection of national and international journals are creating a new platform for the education world to explore the academia of the country. Since its inception Max Institute of Teachers Training has been living up to the expectations of Jharkhand. In a very short span this institution has carved a niche for itself. Here we strive for perfection without compromising on the quality of education. With state of art educational infrastructure, the college provides top quality education to the prospective teachers. Facilities provided by Max Institute of Teachers Training are well qualified teachers, spacious Digital class rooms, multipurpose hall, library, computer lab, Psychological Resource center, well equipped Science lab, Health & Physical Education Resource Centre, Art & Craft Resource Centre, English Language Teaching Platform Enabled computer Lab etc. Our objective is to provide high standards of academic excellence backed up by a state-of-the-art infrastructure. Our students, when they graduate, will be equipped with talent, practical training and a high degree of communication skills. This will be our gift to the citizens of Ramgarh and to Jharkhand. Let us hope our ambitious project fulfils the demands of time.

Vision

We aspire to create Max Institute of Teachers Training into a place where a student's gets inspiration and a place where his potential is realized to the maximum. Max Institute strives to be a place where a student gets molded into a confident reasoning and thinking individual armed with the knowledge and skills of Teaching profession.

Mission

Max Institute of Teacher Training is committed to providing holistic education that brings transformation of body mind & spirit. We strive for academic excellence but also focus on engaging our students in co-curricular activities for all round development of the personality. We facilitated ethical higher learning while nurturing a sense of social responsibility, gender sensitivity, environment, sustainability & an optimistic outlook towards life. Max Institute of Teacher Training will provide all students with a well-balanced, carefully structured &affordable education to develop to the fullest potential of their inquiring minds.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Well qualified teachers with inspired sense of discipline and experience to impart quality education.

2. Remedial measures and tutorial hours for slow and advanced learners are arranged. Students are accorded personal attention based on their need and aptitude.

3. Conveniently located, easy access to the college through well connected roads and readily available transportation means. The institution is hardly 05 km from the district headquarters. 4. Ample educational infrastructure for smooth conduction of academic, sports and cultural activities.

5. The college owns a beautiful, pollution free, eco- friendly, green and clean campus.

6. Excellent library and lab facilities. We have one ICT lab and one language lab with high- speed internet connectivity to access online learning resources.

7. Conveniently located, easy access to the college through well connected roads and readily available transportation means.

Institutional Weakness

There are a lot of people in the local society, government and university who do not take kindly to innovation and changes. Coping with this resistance in the local rural society sometimes becomes very tedious. The College is dependent on self- finance funding for its growth and developmental activities. The curriculum for all courses is designed by Vinoba Bhave University Hazaribagh and has to be followed by the college (like any other affiliated college). The frequent changes in the syllabus also leads to unavailability of text books in the market and the students had to purchase the books online, which is not a very easy task for the students from rural background.

Institutional Opportunity

Our Institution which is situated in Semi-Urban area and it's surrounded by rural areas where rural people including tribals live. They haven't had a competitive primary and secondary education and as a result educating them into effective teachers is a task which needs in accurate planning and execution. Building up their logical thinking, building up their confidence and educating them in the art of lucid communication is an opportunity which we take up very seriously.

Institutional Challenge

The implementation of our opportunity into actual practice while keeping whole classes running as a smooth unit is a huge challenge. The disparity in the perception level of two extreme ends of the class spectrum is enormous and the educators have to devise ideas to cater to the need of each individual. This becomes specially Apparent in case of linguistics and basic mathematics.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Max Institute of Teachers Training is affiliated to Vinoba Bhave University and as such is bound to the syllabus of the university. To incorporate our vision and mission we have to augment the syllabus with curricular activities which we design to instill the desired qualities in a candidate.

We have teachers who take care of the syllabus keeping in mind the limitation of the students coming from rural and tribal back ground. A majority of these students find communication and basic mathematics difficult. We identify the students and make programmes to build up their confidence and reasoning level .Co-curricular activities are designed to develop confidence, communication skills and reasoning abilities. Responsibilities are relegated and it teaches group abilities and leadership to the students.

Teaching-learning and Evaluation

This relates to College efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. Interactive instructional techniques that engage students in higher-order 'thinking' and inquiry through the use of interviews, focus group discussion, debates, projects, presentations, experiments, practical sessions, internships and e-resources are important considerations. The criterion calls for substantial attention to how the institution supports and facilitates the use of ICT and other new and emerging technologies. It also helps in the adequacy and competence as well as the continued professional development of faculty handling programs of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern.

Max Institute has a transparent admissions process and ensures that the defined admission criteria are equally

applicable to all applicants. The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid and student support services for all Programs. The institution engages its students in active learning. The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program. Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers. Student teachers are prepared to manage the diverse learning needs of students in schools. The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance. Evaluation and evaluation results are used to improve the performance of students and the course transactions. The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning. The key aspects identified under this criterion are: Student Profile, Need for Catering to Diverse needs, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform and Best Practice in Teaching Learning and Evaluation.

Infrastructure and Learning Resources

Max Institute of Teachers Training considers infrastructure as one of the main aspects of an institution on which the quality of education depends. The quality and range of teachers & curriculum. The quality and range of infrastructure here boasts of large set up of class rooms pleasantly groomed in a clean and green surrounding. The spread of infrastructure includes a good standard of library with books and journals. It also offers online study and information through DEL.NET.reaching out to 7500 libraries across the country and an aray of E.Books.Next comes our ICT lab and smart class. The institution has a range of laboratories from science to

Geography, Maths to psychology and Language lab. The next asset is an art class room and a multipurpose Hall to conduct activities. Then comes our sports Facility. A playground and an indoor game room for Yoga and exercising or playing table tennis or indoor games.

To summaries, we have an infrastructure that can be capably used to impart knowledge and develop a student intellectually, psychologically and physically. An all-round development.

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate a good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. Max Institute has adequate teaching resources and a well-established mechanism for systematically reviewing various library resources for adequate access and relevance and for decision-making for acquisition. Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students. The campus environment promotes improvement in students' motivation, satisfaction and developmental performance. The progress of the students at various stages of the program is monitored and appropriate advice is given to the students. The institute develops the leadership qualities of the students through its involvement in various institutional activities. The key aspects identified under this criterion are student progress, student support, student activities in student support and progress.

Governance, Leadership and Management

This criterion helps to gather data on the policies and practices of Max Institute in terms of planning power, recruitment, training, performance evaluation and financial management planning. The participative management process and creative administration of human and material resources are relevant here. The institution is conscious of its quality provisions and has a well-established functional internal quality management system. The institution has an MIS to collect, align, select, integrate and communicate data and information on the educational and administrative aspects of the institution. The institution's offices and departments operate on the principles of participation and transparency. Academic and administrative planning goes hand in hand with the institution. The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development. The institution has a mechanism for faculty, students and other stakeholders to seek information and/or make complaints. The institution has good resource management practices that support and encourage performance improvement planning and implementation strategies. The financial resources of the institution are judiciously allocated and used effectively. Budgeting and auditing processes are routine and standardized. The key aspects identified under this criterion are institutional vision and leadership, and organizational setup.

Institutional Values and Best Practices

The foundation of Max Institutes Value system is that a student coming here deserves the best possible efforts from the system, the teaching of highest order and a curriculum designed to bring about best possible improvement in the fields of confidence, communication ability and critical reasoning.

Apart from that the teacher are given the responsibility of supporting the students lagging and

drag them forward through Tutorials group, discussions, debates etc.

Research and Outreach Activities

Being an undergraduate level institution we are not actively involved in research projects. But we do give a keen emphasis on developing an attitude of enquiry by involving students in projects of survey which take them out to collect data analyses data and reach an inference. Apart from that seminars force them to get out of comfort zone, gather information and compile the final draft.

Apart from the above, we support our teachers in their research work and facilitate them to attend seminars and workshops of national & international level and give them every help including financial support. Outreach activities are a very important part of education here at Max Institute .Quite regularly students are taken out to interact with society. Students take out messages and try to mould the thinking about ill practices in society. example. child labor, female child education, cleanliness and hygiene and service to humanity and environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAX INSTITUTE OF TEACHERS TRAINING
Address	MAX INSTITUTE OF TEACHERS TRAINING,BIJULIA, NEAR CHAMBER BHAWAN,RAMGARH-CANTT
City	RAMGARH
State	Jharkhand
Pin	829122
Website	www.maxteacheersinstitute.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	ANAND KISHORE	06553-291088	9973844414	-	maxteachersinstitute@gmail.com
IQAC / CIQA coordinator	DEEPAK KUMAR	06553-8789993499	9162705707	-	dkmaxtt@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Jharkhand	Vinoba Bhave University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	02-05-2017	120	PERMANENT RECOGNITION

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MAX INSTITUTE OF TEACHERS TRAINING,BIJULIA, NEAR CHAMBER BHAWAN,RAM GARH-CANTT	Semi-urban	0.75	4645.152

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bed,	24	GRADUATION	English,Hindi	100	95

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	12	4	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	10	4	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	2	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	4	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	36	0	0	0	36
	Female	59	0	0	0	59
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	7	4	4	4
	Female	5	6	7	5
	Others	0	0	0	0
ST	Male	2	1	4	8
	Female	3	25	20	17
	Others	0	0	0	0
OBC	Male	19	18	16	20
	Female	23	26	23	25
	Others	0	0	0	0
General	Male	7	4	8	4
	Female	20	16	18	12
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		86	100	100	95

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Max Institute of Teacher Training is in the process of modification of its cocurricular activities for students who will be admitted from now onwards, and there will be a specific provision to offer elective subjects in the fields other than the parent branch of learning. Max Institute of Teacher Training has constantly endeavored for a multidisciplinary methodology in its academic as well as co-curricular doings. Students are invigorated to undertake internship projects in the Multidisciplinary/Interdisciplinary manner.
2. Academic bank of credits (ABC):	We are in the process of advancing a system for executing the online courses in true spirit so as to give students the opportunity to continue their education outside a formal setting. The college is planning to take online courses through MOOC's platform so as to offer accessible and affordable remote learning opportunities to the students.
3. Skill development:	Our college offer B.Ed. courses that are skill oriented. Students are being trained so as to enhance their employment opportunities by focusing on practical training rather than theoretical knowledge
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Max Institute of Teacher Training is in the process of introducing electives for students in which subjects related to Indian knowledge systems will find a due place. Indian knowledge system will compromise knowledge from ancient India to modern India and it will provide a clear sense of India's impending target with respect to education
5. Focus on Outcome based education (OBE):	Outcome based Education will help us to prepare students by combining hyper specialized knowledge with dynamic and cross sectional capabilities, through revolutionizing curriculums. The colleges have well defined Program Outcomes, Course Outcomes, and Course objectives. Students are assessed as per OBE execution model. The Course Outcome, Program Outcome, Program Specific Outcome and Program Educational Objective determine exactly what students are expected to accomplish, post their course or program respectively. This clarity is further reflected in the quality of teaching and delivery, across both the departments, where faculty may adjust their focus more appropriately.
6. Distance education/online education:	The college efficiently recognized online

	learning/education as an alternative model to deliver quality education, whenever and wherever in person modes of teaching are not feasible. Online has learning has proven its effectiveness during the COVID-19 pandemic. The Institute has efficaciously instructed all its courses content delivery in the online mode and also conducted online examinations successfully by using various online platforms like zoom, google meet, google classroom etc. during the Pandemic (COVID-19)

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	ELC has been set up in Max Institute of Teachers training and is functioning since 2022.It functions with NSS. The Principal and the NSS coordinator shridhar munda head the club along with students the aim of the club is electoral awareness among students and surrounding community.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes,the faculty and student coordinators are appointed by principal. Functions of ELCs:- 1.Conducting awareness activities 2.Educate the community about electoral process. 3.Educate the masses about EVM. 4.Educate the community about the value of one vote. 5.Educate the masses for voter registration. 6.To generate enthusiasm for participation in polls.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Following programs were undertaken:- 1.Voter awareness drive through procession. 2.Pledging 3.Awareness of right to vote 4.Drawing in college in schools 5.Promoton of ethics in voting 6.Registration drive
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in	We have conducted awareness drive under NSS programmes to promote awareness in the town and nearby villages.

electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Due to the ELCs efforts all students above 18 years have been registered in our Institution ELC makes a yearly verification of the fact.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	100	100	86	100
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description			Document	
Letter from the authority (NCTE / University / R			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	50
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Central / State Govt. reservation policy for adm			[View Document](#)	

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	97	98	90	94

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

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	97	98	89	88

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

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	100	100	85	100

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

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
146.51	43.34	70.86	43.29	66.26

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 47

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

1. **Procedure for curriculum design,review: -**

1) Every teacher is required to design activities relating to text content

2) Every teacher has to evaluate the teaching learning every week orally n the last class of the week.

3) Every Teacher has to review the self-assessment diary and evaluate the amount of further work needed.

4) Recommended activities are group discussions, oral questioning,

Student teacher presentation.

5)All students & teachers are intimated about the outcome of

planning meeting and decision taken orally in the class rooms

Kinds of issues: -

1. Clarity of concept
2. Clarity of communication
3. Issue of retention
4. Issue of presentation by the students.

Our institution is affiliated to V.B.U. and we have the syllabus provided by the university.

Our Curriculum Committee deliberates over the aim of the syllabus and recommends the other activities to increase the knowledge imported by the syllabus. Max Institute aim to work on several aspects of a student's profile and has programmes targeting different areas.

For Exa:

1. Special activities are done to make students free of stage fear.
2. Activities are conducted where a student has to be creative and bring out his own ideas.
3. Activities where students have to interact with society at large.

4. Activities which have their communication skill.

5. Activities which develop their graph on language because language is the most basic tools that every teacher uses.

6. Activities which make them enjoy themselves in group as enjoyment and satisfaction is the ultimate goal of all human action.

We have a routine and academic calendar to inform the students as to what to expect.

The Committee permits the teachers to expand on the syllabus if they feel like doing that. The mode of presentation is also recommended to be decided and chosen by the teachers.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document]
Plan developed for the last completed academic year	[View Document]
Paste link for additional information	[View Document]

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

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

1.2.2

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

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

1.2.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	100	100	86	100

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

1.2.4

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

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

Response: C. Any 2 of the above

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

1.2.5

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	100	100	86	100

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

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Max Institute's vision includes human values, social commitment and ethics, Intellectual competence moral uprightness, social commitment, spiritual orientation, service to society. The achievement of sustainable development depends on the use of coherent planning.

A fundamental or coherent understanding of the field of teacher education.

Teachers are identified as the most important factor influencing the quality of education in schools. Our Institute works on improving educational system and strives hard to develop policies that support the professional development of teachers. The professional development of teachers is a lifelong process that starts at initial teacher education and ends at retirement. The first stage concerns the preparation of teachers during initial teacher-education, where those who want to become a teacher, master the basic knowledge and skills. After this the teacher enters phases where he/she shines with experience.

Max Institute gives much attention to the quality of teacher education Programs and to conditions for effective programs for continuous professional development. The Institute endeavors to ensure that teachers have access to effective early career support programs at the start of their career. The teachers are encouraged and supported throughout their careers to review their learning needs and to acquire new knowledge, skills and competence through formal and informal learning including exchange and placements. Our Institute endeavors towards development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Procedure a knowledge that creates teachers for different levels of school education skill. That is specific to one's chosen specialization.

The graduate attributes reflect both disciplinary knowledge and understanding, Generic skills that all trainee teachers in different Academic fields of study should acquire or retain and demonstrate.

The aim is to develop the communication skills like ability to express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media, Confidently share one's views and express herself or himself, Demonstrate the ability to listen carefully, Read and write analytically and present complex information in a clear and concise manner to different groups. Our Institute provides Training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instructions, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. The theory includes the philosophical, sociological, and psychological considerations that enable the teachers to have a sound basis for practicing and teaching skills in the classroom. The theory is state specific and is based on the needs and requirements that are characteristic of that state. Professional skills include the techniques, strategies, and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, inter personal skills, computer skills, information retrieving and management skills and above all are lifelong learning skills.

Capability to extrapolate what one has learnt and apply acquired competencies.

Max Institute frames learning outcomes- based curriculum on the premise that every graduate is unique, each graduate has his or her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career related actions. The quality, depth and

breadth of the learning experience is made available to the students while we help develop their characteristic attributes. Graduate attributes are fostered through meaning full earning experiences made available through the curriculum, the total Institute experiences, and a process of critical and reflective thinking.

Max Institute provides a way to facilitate the transfer of learning, to use as many different learning media as possible from text, and imagery to video and audio. Using pictures, narration and text helps prevent the cognitive resources from becoming overloaded and improves learning. Teacher's education has to keep abreast of recent developments and trends.

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

1.3.2

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

Response:

The school education system in India is the largest in the world. Catering to over 260 million young people each year.

At the educational level, diversity refers to all different students, no matter what their personal traits, national origin, social or economic background are. It is strongly connected to the notions of intercultural and multicultural education.

Development of school system.

The National Council of Educational Research and Training administers curriculum and provides support and technical assistance to schools in India. There are benefits associated with diversity in education, but the outcomes for students depends on how diversity is acknowledged in a classroom setting.

The college incorporates lesson plans that account for all forms of diversity. Students work better in a diverse environment and improve their performance enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them. Students feel safer in school and in life when they are educated in a diverse setting. Our administration readies graduates for

promoting and teaching diversity as a means of accepting it.

Various boards of school education.

Max Institute provides the knowledge about the education boards in India. which are diverse and equally qualitative when it comes to providing education. The introduction and functioning of the four boards that are in the Indian education are provided in the curriculum.

They are Secondary school certificate(SSC), Indian Certificate of Secondary Education(ICSE) ,Central Board of Secondary Education(CBSE) and IB school.

Assessment systems norms and Standards.

Assessment is a process of systematically gathering information as part of an evaluation. The student teachers are made aware of the different types of assessments followed by different schools.

A prognostic assessment expands the findings of an assessment with analysis of abilities and potentials with a further dimension. Formative assessment provides feedback and information during the instructional process while learning is taking place and while learning is occurring. Diagnostic assessment identify the students` current knowledge of subject, their skill sets and capabilities. Summative assessment takes place after the learning has been completed.

An international and comparative perspective.

The education system in India is divided into pre- primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. The international schools provide similar standards of schooling around the globe, providing for an easy transition between schools. The University imparts knowledge about using a practical approach rather than theoretical while teaching so that the education becomes more interesting by implementing the knowledge practically. Taking education as a continuous learning process and not a formality. Practical implementation of knowledge rather than scoring good marks. Updating the educational system according to the new trends and technologies.

File Description Document

Action plan indicating the way students are familiarized with the diversities in Indian school systems.

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

1.3.3

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

Response:

Students learn by connecting new knowledge with knowledge and concepts that they already know, thereby constructing new meanings. Students connect knowledge most effectively in active social classrooms where they negotiate understanding through interaction and varied approaches. Teachers are aware that students as novice learners often possess less developed or incomplete conceptual frameworks.

They may also harbor misconceptions or erroneous ways of thinking which can limit or weaken connections with new knowledge. Max Institute enables instructors to-

To build approaches that help students develop and learn pathways to become expert learners whose conceptual frameworks are deeply interconnected, transferable, rooted in a solid memory and skills foundation and easily retrieved. The teachers help the students to assess and clarify prior knowledge, facilitate social environment through active learning activities that interconnect ideas and vary approaches to knowledge and invite students to reflect course road maps. The teachers provide scope to open lessons with content that students already know or ask students to perform brief exercises like brainstorming that make the class's pooled knowledge public. When the clear transitions are provided, lecturing can build knowledge more effectively while the simple use of a whiteboard or chalkboard to list topics, a schedule or connected ideas can help students build tighter conceptual understanding. The teachers encourage students to discover ideas on their own by making predictions. This encourages the possibility that students will offer incorrect, inaccurate, or misguided responses at times. This builds a learning culture. The teachers demonstrate to students how they think through problems or scenarios in their field by performing problems on the board, thinking out loud through a social dilemma, tracing the ways they link words and images to form a literary Interpretation.

Efforts made by the Max Institute to make the students ready for the professional field.

 Max Institute encourages students to focus on oral and written communication. Soft skills. Provides training for resume writing, interview etiquette and other workforce skills. Provides better and more upto- date career guidance counseling. Help students to set realistic expectations for first jobs after graduation. Provides more opportunity for real world job experiences.. Tries to improve on the Communication skills, critical thinking and analytical reasoning skills, application of knowledge and skills in real world settings and complex problem solving. Provides for project based learning, the students develop the skills to work independently or collaboratively to come up with an answer. Collaborate with local experts, businesses, community centers and other organization to give students an opportunity to apply the content they are learning in the real world.

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

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Paste link for additional information	[View Document](#)

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 96

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)

2.1.2

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

Response: 70.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	50	29	30

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

2.1.3

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

Response: 2.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	2	0	0

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

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Students enrolled are categorized as slow and advanced learner on their entrance test conducted by Max Institute. Special attention is given for the slow learners to provide tutorial and remedial classes and their performance is evaluated from time to time We follow CCE patterns for continues assessment. We have a practice of maintaining a self assessment diary where the students evaluate their own progress and note down the difficulties being faced. They regularly discuss this with their mentors and guidance and advice is provided to them.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

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

Response: Only when students seek support

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 8.64

2.2.4.1 **Number of mentors in the Institution**

Response: 11

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Basic practice of Max Institute of teachers training which is emphasized time and again in the teachers meeting that concept of the subject is the ultimate goal. To effectively achieve this a teacher is allowed a lot of leeway. He is encouraged to adopt different modalities like- ICT, Smart Board, Multimedia, group discussions.

At times some activities are also adopted to communicate the conception of a subject.

Brain storming and group discussions

 students in groups are given situation and are asked to arrive at an inference.

Experiential learning

Students are given simulated situations and are made to behave as teachers,So they experience the use of skills and concepts.

TLM

Students are taught different TLMs for different level of students like, model clay, flash cards, charts, computer apps, visual aids, audio aids games,charts, videos etc

The focus is to convey the concept skill to the students.

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

2.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.3

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

Response: 100

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

Response: 95

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.4

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

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

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

Response:

Professional Attributes

In Max Institute we have a system of mentors in which the mentors ask the students to evaluate themselves every day and note it down in their diaries. The mentors then discuss the progress and problems regularly. This helps the mentors to keep a close eye on the progress of the students.

We provide micro teaching, workshop in which various skills are developed like blackboard work skills, questionary skill, set induction skills, closer skills, demonstration skills etc. a mentor helps the students to develop multiple and varied capabilities. Continual mentoring is provided by teachers to develop professional attributes in students very effectively. Mentors discuss with students their

difficulties and keep track of the learner's progress.

At Max Institute Continual Mentoring is provided by the teacher. Mentoring is central to the process of professional and personal growth. In an era characterized by too little time, heightened professional demands and low job satisfaction, changes in mentoring strategies are needed.

Competencies of the Mentor

1. Knowledge
2. Credibility
3. Communication.
4. Altruism
5. Commitment

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

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

To promote creativity and thinking Max Institute engages students into activities where they have to think on their feet Teaching creativity means teachers using imaginative approaches to make learning more interesting, exciting and effective. The college aims nurturing the students creativity in many different ways critically, analytically and through problem solving. Activities like art and craft, drama, celebration of important days like Independence Day, Republic Day etc, community service, debates, literary activities, communication drills and the like are a continuous part of the curriculum. Teaching Learning process nurtures creativity, innovative, intellectual and thinking skills. The creativity is a cluster of skills that need to produce ideas that are both original and valuable.

To develop leadership, creativity innovative and life skills we expose students to events where they are required to the plan and execute the events from conception to execution. The faculty member act as silent observers and interfere only if the students tend to go overboard with enthusiasm.

Case1

Name of project:- "**Family health and child discipline in family**"

Students were divided into groups of five. Each group consisted of girls and at least one male member. The students were required to visit houses and talk to the female members and children of the family. They contacted a local NGO working on female health hygiene and procured sanitary pads, iron supplements tablets deworming medicine.

Armed with this the students visited the houses and distributed the materials and explain the use and importance to the ladies. Along with the children of the family were explained good and healthy habits. Orderly behavior was discussed and children were explained how to keep their books, dresses, Shoes and other related materials orderly and clean.

The occasion provided the students to approach stranger and use their initiative to get entrance in the house and speak to them.

Case 2

Students were given task of organizing a community feast on the stipulation that they have to organize everything and food has to be good standard but college will not provided any finance neither any student will contribute anything but they have to obtain outer sponsor/sponsors for the purpose. The students took up the challenge. They approached several local industries and surprisingly obtained sponsoring of the full budget.

Then they formed teams and divided the work among themselves and got on with the project. They preconceived all aspects of the project from planning to procurement, preparation of food, seating arrangement, disbursement, guest list and the closing phase of cleaning up and returning hired articles.

The whole programme was a whopping success and students were jubilant to have done this where they achieved the goal from planning to finish.

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

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

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

Response: A. Any 8 or more of the above

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

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: A. All of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. Preparation of lesson plans

2. Developing assessment tools for both online and offline learning

3. Effective use of social media/learning apps/adaptive devices for learning

4. Identifying and selecting/ developing online learning resources

5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

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

2.4.6

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

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

Response: D. Any 1 or 2 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Supervision mechanism of teaching practice

Max Institute allotted duties to the teachers for the supervision as supervisors who visit the schools where training is undergoing and observe the students' teachers functioning in class room and activities. The students are encouraged to keep self-assessment dairy where they maintain an assessment of their own performance including teaching, mentoring, activities, routine.

The supervisor discusses the performance of the students and advices wherever necessary.

- Selection and identification of school for each and every student is done by JCERT(Jharkhand

Government).

- It is done keeping in view the following parameters and on request to school principal.

- Subject of the students are kept in mind by selecting the school and it is subject oriented and guidance to both school and students.
- Accessibility of the school for the students is another focused parameter for which choice from the students are taken.
- The students medium of instruction Hindi and English are considered to before assign teaching practice school.
- Orientation to school principal- teacher:

- College principal and faculty meet one to one face to face conversation with the practice school and other teachers and inform them about the activities that are needed to perform by the internees.

Max Institute of teachers training gives its students an intensive course of skills of fifteen days and students are directed to give attention to different aspects of class room teaching. They are required to make lesson plans and note down, student attention, homework, feedback and satisfaction level carefully. Apart from class room work they are educated about normal official works and way to conduct activity like PT meetings and cultural programmers. Students are to prepare routines, question papers, and scale to assess a performance.

A routine for the visit of a supervisor is prepared and continuous supervision is planned. The supervisor discusses with student his/her performance. An internship can only be true learning experience if constructive feedback is provided. The mentors or supervisors help the interns for transition from the classroom to the workplace. An internship is the transition into professional from apprentice. This prepares B.Ed. students to face the professional challenges when they get placed in schools. Students undergoing internship complete a Lesson Plan and Attendance Sheet to log in their experiences and insights gained from their training. An intern gets the exposure of different types of schools while doing the internship. They get the idea of the working environment of a school, idea about the curriculum, and rules and regulations.

Students maintain a Practice of Teaching reoport book in which they note down all the observations,work and activities done by them.

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

2.4.9

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

Response: 4.8

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

Response: 20

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Max Institute deploys supervisors who visit the students during internship. They discuss the progress and difficulties of the students and recommend solutions. Apart from that students are encouraged to devise

ideas to make their teaching more effective. also, Max Institute makes certain to get the feedback from the school teacher, headmasters and students and analyses the performance of an internee.

Internships are an integral requirement for the B.Ed program. The college is internship oriented which is a must for developing the career of the students. An evaluation of the success of the internship program is very important for each student so that they can understand their strengths and weaknesses. assess the components and broad nature of the training program.

The timely support and feedback increases the intern's self- confidence and self- esteem. The college monitors whether interns maintain cordial relationships with fellow trainees, superiors, cross departmental colleagues and others. Teachers regularly evaluate the knowledge gained by the interns on the test of new teaching techniques, strategies, ideas and resources.

File Description	Document
Documentary evidence in support of the response	[View Document](#)

2.4.12

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

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

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

Response: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)

2.4.13

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

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

5.Extent of job readiness

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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

2.5.2

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

Response: 31.25

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

Response: 5

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

2.5.3

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

Response: 0.25

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

Response: 4

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

1. Teachers put forth efforts to keep themselves updated professionally through
2. Teachers update themselves and handle changing times and trends in the education sector.
3. Policies and regulations are shared through internet or social media.
4. Since the Internet has a wide reach, which greatly helps the students to keep themselves updated with all the modern facilities in trends in various fields including education.
5. Through books, like NEP2020 we have shared knowledge of eminent scholars in the field.
6. National Seminar was organized by the college for the enhancement of knowledge of teachers and students.
7. The college helps in updating the teachers by online Faculty Development programs The college gives opportunities to the faculty members and staff to upgrade themselves by attending seminars and workshops organized by other institutions.
8. They are given official leave to participate in seminars and workshops organized by other colleges.
9. They also share their knowledge on various other platforms like programs organized by different associations and literary cultural academic societies.
10. Regular teachers meetings are held where they share their experiences.

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

2.6 Evaluation Process

2.6.1

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

Response:

Max institute keeps a keen eye on students vide the use of self- evaluation and mentor's diary where the mentor and the student jointly review the students' progress.

After the end of the evaluation of the tests, subject teachers take up discussions with students. Necessary improvements are told to the trainees. The students are shown their answer sheets to know their strengths and weaknesses, so that they can understand the mistakes made by them in their answer sheets and the record is kept as a mark sheet of an internal examination. Internal assessment of the examination is the mirror of teaching success. It helps in upgrading the graphs of academic success of the students. Continuous examinations are conducted by the college to evaluate teaching. The internal exams of our college are conducted by the teachers of the respective subjects after completion of the prescribed portions. Apart from that class tests are a routine affair done frequently.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Max Institute has a well organised mechanism for redressal of examination related grievances. Students can contact the teachers, examination controller and principal to redress the examination related complaint as per the requirement and jurisdiction of the complaint. If there is any complaint related to the evaluation of the students, faculty and department heads are informed if necessary. The concerned teacher explains the matter to the satisfaction of the complainant. If a genuine error is found, it is rectified then and there. The college follows a prescribed procedure that brings complaints through feedback forms or drop in the complaint box so that the college knows them and takes necessary action to resolve them. It undertakes the receipts and processing of complaint from students, and issues raised by them are dealt with in order to provide the services more effectively.

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

2.6.4

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

Response:

The annual calendar is a planning tool for Max Institute to do all the events on a particular period of time. It is also useful for prospective students, alumni and parents. The college calendar contains relevant information related to the teaching learning schedule, working days, various competitions to be held,

holidays, internal examination dates, semester examination etc. Our educational calendar represents the planning of the college schedule for the entire semester to make teachers and students to get important information. The internal exams are planned but are subject to change as per the direction of the management or any other circumstances. The college annual calendar is the representation of the college plan that is scheduled for the entire year.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Max Institute takes care to explain to the teachers the outcomes (PLO and CLO) and insists that teachers take utmost care to achieve the desire outcomes while completing the syllabus. The plan to execute for this is discussed and decided prior to commencement of classes. The teachers are also allowed to use their ability to add their own ideas in bringing out the desired effect.

Programme learning outcomes of B.Ed.

The teachers are made aware of the aim of the syllabus and the desired outcomes and the students are informed what they can expect and what is required of them. This is applied to both CLOs and PLOs.

After successful completion of two year B.Ed. programme, student's teachers will be able to develop-

- Pedagogical skills
- Teaching competency
- Effective communication
- Professional ethics
- Scientific temperament
- Psychological altitude towards students
- Management and team work ability
- Critical thinking
- Action research
- Positive approach

Course outcome

At the end of programme the student- teacher will be able to-

- Empowered in content and pedagogy of teaching subject.
- Develop teaching competency and communicational skill through internship programme.
- Understand the teaching as a professional and understanding of various approach of teaching.
- Develop awareness in the student- teacher about population and environment.
- To develop competency to solve the educational problems through action research.
- Understanding the concept of knowledge and relationship between philosophy and education.
- Understanding the role of education in promoting national and international value.
- Understanding the psychology of learners and theories of learning and motivation.
- Understanding the characteristics features, strength and weakness of ancient, medieval, British and contemporary system of education in India.
- Understand the administration of education at different levels of headmaster in school management.

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

2.7.2

Average pass percentage of students during the last five years

Response: 98.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	98	89	94	95

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

2.7.3

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

Response:

Max Institute monitors the progressive improvement of the students through class tests, self-assessment diaries of the students and internal examination. The teacher conducts the periodic reviews with students to confirm their understanding of learning material and identify gaps in their knowledge and understanding. The teacher administers the performance of students, corrects tests conducted and records their score. These data were collected and recorded by the teacher to make necessary adjustments in

instruction and to review student performance data using these data. The teacher sets high standards monitoring students. The teacher facilitates learning and enhances, by holding students accountable for their work, and following through with rewards. The progressive performances of students of professional and personal attributes are monitored by their class activities and internship programs. The teachers also access them by the various curriculum activities. Student progress monitoring is a practice that helps teachers continuously evaluate the effectiveness of teaching and use students' performance data to make more informed instructional decisions. Teachers use progress monitoring to help students learn more and become much aware of their own performance.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	**View Document**
Link for additional information	**View Document**

2.7.4

Performance of outgoing students in internal assessment

Response: 97.92

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

Response: 94

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

2.7.5

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

Response:

The area around Max Institute is surrounded by rural and tribal people and students coming from this

background are usually underdeveloped in two basic areas i.e language and basic mathematics, our institute first identifies these students and makes them go through a remedial course to lift them up to the par. Teachers make an effort to correct the situation and instill confidence in them.

The benefit of this effort is visible in their performances when they are sent out to schools for teaching practice and their self evaluation reflects their proficiency in the evaluation.

Max Institute of Teacher Training provide guidance to students of what they are expected to do. It provides the broader aspect of understanding the curriculum to students and teachers and act accordingly.

Develop competencies among student teachers select and use appropriate assessment strategies to facilitate learning.

- To estimate what students will gain from an educational experience
- To track their progress and find out where they stand.
- Know in advance how they will be evaluated.
- Changing and making changes in the curriculum to improve student learning.
- To describe to the students what is expected of them.
- To assess how single course outcomes align with larger outcomes for the entire program.
- Being able to interact with children from diverse social, economic and diverse backgrounds.
- Enabling students teachers to acquire the necessary qualifications for organizing learning experiences.
- To develop an understanding about teaching, college management and community.
- To develop professional teachers who are equipped with skills of competencies to address technical needs.

Objectives of preparing facility for the initial phase of education to develop skills for logical development of the learner.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.56

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)
Link for additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

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

3.1.4

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

> **1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
> **2.Encouragement to novel ideas**

    3.Official approval and support for innovative try-outs
    4.Material and procedural supports

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.2.2

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

Response: 0.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	7	1	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 9.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	14	2	11	6

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

3.3.2

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

Response: 73.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	65	80	65	66

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

3.3.3

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

Response: 85.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	80	75	86	90

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

3.3.4

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

Response:

It involves a great effort and hard work by the institution to conduct outreach programs. Max Institute has to make sure to impact the lives of the people of the community through the implementation of projects and it needs a combination of dedication, patience, research and social skills. The Institute promotes regular engagement of faculty, students and staff with neighbourhood community for their holistic development and community development through various activities every year, programs are organized under which students and staff participate voluntarily in community based activities. There is a regular involvement of students and staff in the programs organized by the college to participate voluntarily in community based activities. Various awareness programs, workshops, roadshows with themes like cleanliness, green environment and tree plantation, gender sensitization, traffic rule awareness, digital payment and empowerment of girls and women and health acid attack survivors are organized. Blood donation camps, awareness programme on health and hygiene, Distribution of study materials to the students, awareness on junk food, Tree plantation etc are organized. Other programs like awareness of oral health, farmer training and training for rural women are also organized. The institution follows some steps to organize an outreach activity. Choosing the community. Determining the needs of community. Creating an effective outreach is by studying the chosen community well. The research and field studies to be able to understand the beneficiaries fully. Determining the problems experienced by the community. Determining the purpose of outreach program and choosing the community. Organizing the team. Set the date and venue. Draft the flow of the program. Collection of funds. Determining the budget. Outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like child abuse, beggars female child ,victims of violence ,old Refugees and displaced persons. The activities conducted imbibe the values of social responsibility like taking deep interest in environmental related issues, promoting cleanliness, Understanding and sharing the need of underprivileged children and helping people in need and distress. The activities help the students to develop skill and aptitude for problem solving and also social skills, communication skills, management skills, leadership skills, analytical skills, etc. Helps to develop a passion and brotherhood towards community and affected people. An outreach program creates a partnership between the communities and the educational institutions. Outreach activities help students to better understand theory in their lectures.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 5.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	6	1	3	1

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
Data as per Data Template	[View Document](#)

3.4.2

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

Response: 2

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

Response: 2

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

Max Institute has sufficient class rooms and laboratories for current student population as well as future expansion.

Max Institute facilitates for sports and games. It has adequate facilities for sports, games, gym, yoga Centre and cultural activities. In order to implement the plans and achieve desired goal, the Institute has created adequate infrastructure in terms of art, computer labs, library, language lab, faculty rooms and classrooms, seminar halls with audio visual facility.

The campus has Internet facility. The campus has well equipped playground and gym. it also has facilities like Xerox, within the campus. At the beginning of the academic year need assessment for replacement, up gradation, addition of the existing infrastructure is carried out based on the suggestions from heads of the Department, lab technicians, computer student ratio, budget constraints, working condition of the existing equipment and also students grievances. Committee plans for all requirements regarding classrooms laboratories furniture and other equipments.

Workshops, awareness programs, training programs for faculty on the use of new technology ensures optimal deployment of infrastructure. Proper utilization of physical infrastructure is done in Co curricular activities, parent teachers meeting campus recruitment, training classes, campus recruitments meetings seminars, conferences etc. Innovative teaching learning practices ensures optimal utilization of resources. Appointment of well qualified teachers, technicians, administrators ensure effective utilization of infrastructure.

Our college provides adequate academic facilities like well equipped tutorial rooms with green board and benches. Laboratories are well equipped with multiple sets of apparatus,Computer rooms are equipped with latest configuration desktops and software.,Seminar Hall is spacious with enough seating capacity and Adequacy of budget allocation.The head of the Department instructs the concerned lab in charges to provide the budget required for the coming academic year. The budget provided by the Institute to the Department is adequate to maintain and procure new items for the Departments that meet the academic requirements. The yearly budget is prepared according to the needs and requirements of the department, taking into consideration the annual intake of students and proposed developments.

The college ensures regular maintenance and upkeep of all infrastructural facilities. The maintenance work is carried out by trained in-house experts as well as outsourced to appropriate outside agencies. There is proper arrangement to ensure the cleanliness, hygiene, sanitation, water supply, electricity, security and stationary condition.

Furniture and equipment are purchased on regular basis as per the requirement. The college has its own Plumber, electrician, sweepers and gardeners to maintain the lawns and floor of the college

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

4.1.2

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

Response: 40

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

Response: 4

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

Response: 10

File Description	Document
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

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

Response: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.16	5.31	5.64	6.14	21.28

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

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

An integrated library system, also known as a library management system, is an enterprise resource planning system for a library used to track items owned, orders made, bills paid, and patrons who have borrowed. Max Institute has a Central Library. The room for reading is well furnished and can easily accommodate fifty students at a time.

The library is automated with an Integrated Library Management Software named DEL-PLUS. The various housekeeping activities of the library, such as data entry issue and return of renewal of books, member logins etc are done by the software. The books are being bar coded and the users are given unique barcode ID. The library is provided with Wi-Fi facility. Computers and a printer are available in the library for students to access DELNET system to avail its stock of e-books and if required to reach out other associated libraries. Students are given password of the DELNET system by which they can access the system remotely also.

The library plays a central role in enhancing the quality of Academic environment in Max Institute. There is a huge collection of academic books, journals, magazines, other knowledgeable books, and newspapers in the Institute Library. The books are made available to the students to increase the knowledge and understanding on various subjects. The College Library is an important hub of student life. where the student can check books, conduct their research, find a quiet place to study and maybe even flip through a magazine. The students can extend their search with use of Internet, eBooks', e-journals etc. made available in the digital library. The Institute library exhibits positive impact on the Academic achievement of the student. Students can perform better during examination and placement as students have explored the knowledge through various means.

The Institute is installed with integrated library management system. This includes Student and staff membership entries, books issue and returns, Newspaper entries, Dues collection. Students I- card, barcode and books barcode print, Stock checking, Library management.

Student membership is open and library card and ID card is issued. Circulation of books, journals, question Paper, Research Project, newspaper and other Exam books. . In case the student exceed date of

return or the book is lost. The student should replace the same copy of the book. No fine if the book is returned on due date. Student apply for clearance and the dues are checked in software. Students name is entered in the clearance Register and then the service stops.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

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

Response:

Max Institute is installed with an integrated library management system. The name of the software is del-net which gives our library a facility which can be accessed remotely by all the users. This software also gives access to more than 7500 libraries all across the countries and thousands of e books.

Students & staff are using Digital Library resource and e-pathshala via their mobile application. The institute is working on an ERP platform and to upload ebooks.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)

4.2.3

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

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

Response: C. Any 2 of the above

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

4.2.4

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

Response: 1.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.59	0.91	1.03	0.04	0.21

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

4.2.5

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

Response: 1.78

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

Response: 32

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

Response: 38

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

Response: 40

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

Response: 43

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

Response: 45

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: A. All of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Max Institute has a 24*7 Wi-Fi facility in the college campus for the student and faculty members to avail Internet connection at any place in the college IT facilities are well developed, adequate number of computers with printers, scanners and high speed Internet are available in office examination section, computer room, store and library.

Free Wi-Fi facility is provided to the students in the institution. They can access Internet facility through their mobile phones, tablet or laptop in the college campus. All the departments have LCD projectors, overhead projectors, printers and scanners. The computers and printers of the department's have software installed in them and the hardware is also maintained from time to time. Most of the department's have computers, all of which have Internet facility like Wi-Fi. Most of the departments have LCD for PowerPoint presentation of students. Installation of software and maintenance, an upgradation of hardware is done on contractual basis. Expert help is taken by the college for the maintenance and repairs of computers. The campus is well connected with a well planned telecom network. Wi-Fi zones are set at various locations, such as reading halls, department's corridors, and the lawn area. Staff and students can access this facility on their laptops by registering themselves. Lab assistants are available to support students and faculty in their queries. The entire campus is monitored by CCTV facility. The CCTV installed at strategic places help monitor the campus activities. Information about upcoming events is available on the website. This information includes a time and date along with details about the event. Following the completion of the event ,pictures, and minutes of the event are also uploaded for easy access. This allows the parents to be aware of the programs we conducted in college as well. For easier communication, circulars, including important notices to students and parents, are also posted online. The academic calendar, as well as the course information, is also updated in the beginning of every academic year. The technology at college is constantly updated.

Effective utilization of Infrastructure is insured through appointment of adequate and well qualified lab technicians and administrator. Renewal of AMC is done at the beginning of the Academic year for the deployed software application. The Institute has always been reviewing the current needs and accordingly the Internet bandwidth is upgraded from time to time. Upgradation is done according to the strength of the students each year. The quantity of desktop computers, printers, projectors, UPS, CCTV, Desktop, computers, Laptops, switch, Projectors, scanner are increased according to the strength of the students from time to time for each financial year.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.02

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

4.3.3

Internet bandwidth available in the institution

Response: 200

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

Response: 200

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

4.3.4

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

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

Response: E. None of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 3.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.3	1.78312	.67	3.1	.416

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

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

There are established systems and procedures for maintaining and utilizing physical academic facilities such as Sports Complex computer lab, classroom, etc. in the Institute. The Institute has a systematic mechanism for maintenance of all the above facilities.

Maintenance-

Some facilities are maintained by faculty members of the institution and skilled staff appointed by the management. Some of them are maintained by an annual maintenance contract given to concerned agencies. External agencies are also appointed for the maintenance. There are different committees to monitor the smooth functioning of these facilities in our college.

The maintenance and utilization of library includes

A Maintenance Committee and other relevant committee are appointed by the principal to monitor the smooth. Functioning of all the services provided by the library. The committee also looks after finalizing the budget, purchase of textbooks and reference books, Journals and periodicals. The committee also looks after the extension of the library. Monthly cleaning of the books and racks and also the means to

preserve them. Stock verification is also done as per the guidelines of the norms every year. The library is well equipped with the collection of rare books. Procurement of books as per the requirement is initiated to library committee by inviting the requirement of books from various Faculty member is then processed following the procurement procedure.

Maintenance and utilization of Sports Complex, ground, equipment,Physical trainer has been appointed to look after the sports related activities. A well maintained large playground is there at the college. It has a facility of indoor games such as table tennis, chess and carrom etc. There is a plenty of space available for long jump unit, spacious volleyball ground,space for Cricket and badminton Court. The sports equipment is issued to the students as per the schedule of the events. If any equipment gets damaged or need repairs, sports director submits proposal for maintenance. Preventive maintenance measures are taken in time.

Maintenance and utilization of classroom:

Cleanliness and Hygiene is maintained in the classrooms. IT facilities are properly managed by a System Administrator.

Maintenance and utilization of computers:

Maintenance of computers is done regularly as per the requirement and major work is done during the vacation. Each computer lab has one teacher as the in charge. In charge is responsible to maintain and update laboratory with necessary equipment from time to time to cope of the change in the syllabus. Preventive maintenance and performance monitoring is carried out. Power backup is provided to the computer systems to use them optimally. In case of any physical damage, the experts are hired from related agencies.

Maintenance and utilization of extra curricular activities:

The college infrastructure includes a special Hall for cultural and other activities. It is well equipped with the audiovisual system and maintained regularly. A managing committee looks after the welfare of Students. A budget is fixed for the extra curricular activities by the head of departments.

Maintenance like repair of furniture, electrical work and equipment is done from respective agencies at proper rates.

File Description	Document
Link for additional inflrmation	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

File Description	Document
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Report of the Placement Cell	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 6.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	6	6	9

File Description	Document
Data as per Data Template	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

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

Response: 41.67

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

Response: 40

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

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

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

5.2.3

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

Response: 6.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	6	9	10

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Max Institute has a student council which is very active despite not being registered.The Student Council is a representative structure working in partnership with Max Institute management and staff and parents for the benefit of the Max Institute and its students. A student council provides an opportunity for students to engage in a structured partnership with teachers, parents and school managers in the operation of the Institution. It gives the opportunity to the students to acquire the sort of communication planning and organizational skills which will be of benefit to them in their future lives. The objectives of the student council are To support the management and staff in the development of the school. To develop leadership quality among students and a consciousness of the University to equip them for becoming responsible citizens. To promote discipline and decorum in the University. To enhance communication between students, management, staff and parents. To promote self reliance service to the people and duty towards development of the nation.

Role of student council:

To represent the views of the students on matters of general concern. To promote school culture which recognizes the potentially valuable input that students can make through a student council with the help of principal. To develop a spirit of partnership and cooperation with the teachers. To promote friendship and respect among pupils. To help in organization and management of cultural events, sports and games. To promote an environment conductive to educational and personal development. To play an active role in recognizing and supporting the work of teacher because the interest and support of teachers will be of great value to a student council. To ensure good communication between the Student Council and the Parents Association. To consult regularly with students in the school. To involve as many students as possible in the activities of the Council. Helps in representing the views of the student body to the Max Institute management. It involves talking and listening to the student body considering their views and concerns, and discussing these with Max Institute management on behalf of the students. The Student Council plays a great role in contributing to the development of Max Institute policy Such as bullying behavior code and extracurricular activities. It also helps in promoting good communication within the Max Institute through student council noticeboard or organizing a regular newsletter to communicate with the students, school management staff and parents. The Student Council helps in assisting with or organizing fund raising events for charity. It may also involve the wider community for the purpose of raising money for designated charities. Plays a great role in improving Academic standards and reduce dropout rates in Max Institutes. Student councils can create a sense of ownership of the Max Institute and its activities among the student population Student council assists the University in organizing activities related to students Like cultural performance and contests, Running cooperatives, social services and social relief activities, trip sand tours, Cultural performance, Debates, discussions, lectures, study, circle, essay competitions Indoor and outdoor games Plays a great role in assisting with induction or mentoring for the first year students.

5.3.2

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	0	13	10

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

5.4 Alumni Engagement

5.4.1

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

Response:

College has not formed any amumni association but we have a comitee for aumni student Alumni Association is administered by an Alumni committee. The alumni Association is very active in promoting interactions among the alumni, staff and the management, besides helping alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission. One of the main purpose of alumni associations is to support a network of former graduates who will in turn help to raise the profile of the University, just like most other universities, student organizations, alumni associations aim to bring together like minded individuals. The alumni Association is set up by Meeting informally with alums to obtain names. Telephone and personally meet with alums. Obtain a geographic listing of members from the headquarters office. Use the existing alumni Organization and ask for their participation in starting the Association.

The alumni Association. Contributes significantly to the development of the institution through financial and non financial means. The institution rests on the rich history of its students, success and glory so alumni is the backbone of the institution. A network of old students is achieved through alumni. It helps the institution for getting placement tests. Thus, expands and strengthens with new enrollments. A social networking page is available with the institution where the alumni can register and connect to share their ideas.

Aims and objectives:

To promote and foster mutually beneficial interaction between the alumni and the present students of the college and between the Alumni themselves. To encourage the formation of chapters as a means to increase participation of Alumni. To encourage the alumni to take an active and abiding interest in the work and progress of the Institute. To enable the alumni to participate in activities which would contribute to the general development of the Institute. To raise funds for various welfare and other schemes in the college as approved by the association To provide a forum for the alumni for exchange of ideas on academic, cultural and social issues of the day. To arrange social and cultural functions.

The college has Alumni Association. The alumni support the institution and contribute to its institutional, academic and infrastructural development.

Student representatives on the alumni Council create close relationship between students and alumni and provide student input to council deliberations and priorities. Student representatives will serve a three year term will attend council meetings held on campus and provide / implement ideas for student alumni connections.

File Description	Document
Upload any additional information	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Documentary evidence for the selected claim	[View Document](#)

5.4.3

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

Response: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	50	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Our Alumni association is not registered with the university but we have an alumni committee which organizes time to time short meetings and once a year Conduct alumni gathering.

Max Institute alumni members are well placed in different Institutions in the surrounding area

They encourage the students and motivates them. The institution values the contribution odd alumni members.

The Alumni association plays an active role in motivating students and furthering their special talent in them.

Promoting, providing guidance and monitoring as a mentor for future prospects.

Alumni association wants to involve more and more student of the college with various activities.

It can be common platform for all students to meet, share and grow. The association wants to Maintain academic support mechanism for the alumni- network and facilitated frequent interaction with alumni and also healthy liaising relationship with them.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

Vision

We aspire to create Max Institute of Teachers Training into a place where a student's gets inspiration and a place where his potential is realized to the maximum. Max Institute strives to be a place where a student gets molded into a confident reasoning and thinking individual armed with the knowledge and skills of Teaching profession.

Mission

Max Institute of Teacher Training is committed to providing holistic education that brings transformation of body mind & spirit. We strive for academic excellence but also focus on engaging our students in co-curricular activities for all round development of the personality. We facilitated ethical higher learning while nurturing a sense of social responsibility, gender sensitivity, environment, sustainability & an optimistic outlook towards life. Max Institute of Teacher Training will provide all students with a well-balanced, carefully structured &affordable education to develop to the fullest potential of their inquiring minds.

Perspective/ strategic plan.

To review curriculum and give recommendations to affiliating University. To maintain and renovate infrastructure of the institution. To increase the area to accommodate more classrooms laboratory staff rooms etc. More use of ICT tools and other innovative ideas for the teaching learning experience. To raise funds for projects through the alumni and other stakeholders. To maintain healthy terms with research institutes for partnering. Applications for postgraduate courses and more Substantive posts from the state government. To gain recognition in the form of grants and awards,to enhabce teacher capablity,to take students through experiential learning by extensive activities.

Participation of teachers in decision making bodies.

The committees like academic council. Examination Committee, Admission Committee, Library Committee, the Journal Committee, Seminar. Etc. Include the teachers as members and conveners who are responsible for the day-to-day functioning of the college. The teachers play an important role in implementing the vision and mission of the college, and to that end, play a proactive part in the decision-

making process. They also play a pervasive role as motivators and spearheads of cultural and socially conscious activities in the institution

File Description	Document
Vision and Mission statements of the institution	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

participative management   Response:

Max Institution believes in Democratic values and thus It has decentralized and students and teachers participate in decision making and management. The Institute has a mechanism for delegating Authority and providing operational autonomy to all. the various functionaries to work towards decentralized governance system.

Decentralization

The sole authority of the institution is the Principal but all the members of the staff play significant roles to participate in the decision-making system of the college. Various programs are conducted by the faculty members in which they represent in various cells and committees and showcase their abilities. They are encouraged to develop leadership skills by being in charge of various academic, Co- curricular and extracurricular activities. They are given authority to conduct tours and have to tie up with other institutions and appointed as coordinator and convener for organizing seminars and workshops. The Principal implements and monitors the Academic administrative system to cater to vision and mission of the Institute. The academic committee monitors academic activities and progress of various teaching learning processes. The coordinator Looks after the internal and University examination activities. Training, placement and career counseling cell looks after the training and placement activities. Cultural and Sports Committee looks after the planning, execution and supervision of cultural and sports activities. Accountant is responsible for management of Finance in account activities. Learning resources are managed by the Library Committee. Students play an active role as a coordinator of co-curricular and extracurricular activities.

Participative management

The staff and students participate in various activities. Thus, the Institute promotes a culture of participative management.

During faculty meetings, faculty members participate in sharing the knowledge by discussing on the latest trends in technology. Staff members are involved in preparation of annual budget of the Institute. The teachers are fully involved in deciding academic activities and examinations to be conducted by the college. The teachers and students coordinate with each other, share their opinion, meet and discuss for the events and the various activities to be conducted by the institute. The principal along with coordinator and other staff members are involved in defining the policies and procedures, framing guidelines and rules and regulations for the admission, placement, discipline, grievances, counseling, training and development, and library service. The administrative, academic and non academic activities of the institutions are the responsibility of the Principal. Office staff are involved in executing day to day support services for both students and faculties. An Action Plan is prepared by the principal in distribution and relegation of work. There is staff club in the college, which is an unofficial body but operates as unifying factor among the members of staff and organizes various social, cultural and welfare activities. There are different associations, such as students Union, Drama Association, Athletic Association, Science Society, art society, in which students and teachers participate and take decisions and conduct various activities.

Senior members of staff are considered vital members of decision-making body.

File Description	Document
Any additional information	[View Document](#)

6.1.3

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

Response:

Max Institute clearly defines its vision, mission, objectives and procedures at all levels and maintainscomplete transparency in its financial, academic, administrative functions. The goals of the institution areclearly defined at all levels.

The services of an external chartered accountant are used for the financial audits from time to time. The students are provided with a receipt whenever fees are collected.An effective and efficient use of financial resources is monitored by the Finance Committee of the institution. The entire academic plan is clearly explained to students in a compulsory orientation program on admission at the very beginning by the principal, and senior faculty. The internal assessment ensures that students receive their evaluated answersheets and monitor their progress, performance and fairness in the evaluation. Admission is taken of the students selected by Jharkhand Government in accordance with the government policies.A student Hand book clearly defines the rules and regulations which are available online and is also circulated among students Committees are formed in case of disciplinary issues and the concerned individuals are given ample opportunities to state their version on the issue.The institution completely adheres to academic calendar prepared by the University.The regulations, syllabus and curriculum are uploaded on

the college website. All the information regarding teaching, learning process and other related academic activities are made available on the institutional website. All posts are advertised online and in print and list of candidates screened and called for interview taking care of the calander human values responsible for transparency.There is a mentoring committee for personal counseling of students. A staff manual is available on the website which provides information on code of conduct and benefits available to the staff.Transparency is maintained for the interaction session of parents and students for selecting the course and its details.Parents are given one to one counseling on campus who seek information regarding admission. The campus tour is organized for parents who accompany the applicants. Periodic meetings at various levels are conducted to review and ensure transparency, accountability and corrective measures Delegation of powers at various levels and Committees are informed formally through circulars and emails. The evaluated scripts of midterm examinations, assignments, and projects are verified by the students and feed back is given by the faculty.All the current events Like admission, examinations, circulars, seminars, time tables ,workshops, Training programs ,campus drive information is posted on the groups of Whatsapp aswell as at the college noticeboard.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Max Institute has a very clear idea as to what needs to be done to bring out the best in a student and makes specific plans to achieve this objective.

The strategic plan focuses on.

- Keep a sharp eye on the progress of an individual student. This is achieved through self assessment dairies, class test, observation and mentor reports.
- To make available the best possible facilities like ICT, Smart class, good library,e-learning, self study courses etc.
- To develop self confidence we engage the students in continuous activities.
- Continuous outreach activities to develop community outlook.
- Intensive pre teaching practice preparation.
- A countinuous and extensive discourse on personality development and health.
- A reasonable outlook towards gender sensitivity.

To summarise, Max Institute focuses on all aspects of a students to turn him into an exceptional teacher

and individual.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

Various committees are formed at Max Institute under the administration of principal which include advisory committee, general body., Grievance Committee , Sports Committee, etc.There are different cells to look after the Student and staff complaints.The Principal controls the functioning of the cells like student grievances redressal cell, Anti ragging cells,Sexual harassment cell, gender cell,etc.The principal is involved in the implementation of the perspective plans of the Institute. They ensure that academic and administration functions efficiently through the Department and various committees constituted for the respective cause. In the beginning ofthe year. Various academic and investigative committees are constituted. Specific task is allotted to them as per the academic and administration plans of the Max Institute.

The decisions of the programme committee and the code of conduct document provides the guidelines for the functioning of the bodies.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Annual e-governance report	[View Document](#)

6.2.4

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

Response:

Considering the overall development of Max Institute for Effective Implementation, and improvement of the Institute following committees are formed. Regular meetings of these committees are conducted annually Or biannually.

College academic committee

The main Academic affairs of the college are overseen by the Academic. The members of the committees get together at regular intervals of time to develop the ways and means to ensure the quality teaching learning process.

Examination committee

The Examination Committee is an apex body of the college which is headed by principal and is facilitated by three sections, examination, record, maintenance and administration. The main function ofthis committee is to carry out examination, publish results and keeping the record of each and every issue related to the examination.

Career guidance and counseling cell

The aim of the cell is to guide and direct students to set their career goals and stimulate them to exercisetheir consistent endeavors to accomplish their career objectives.

Grievance redressal cell

This cell settles any type of grievances raised by the students, teachers and non- teaching staff of thecollege. The students are required to lodge their grievances to their respective tutors or through the complaint box and they in turn intimate the matter to the Committee for necessary action.

Extra curricular activities committee

The committee organizes all the events on the campus. The activities carried out by this committee help the students in getting an experience of working in teams, organizing various types of events and developing insight into multiple functions of management.

Besides these other committees like student Welfare Committee, Placement Committee etc are formed for the smooth functioning of the college.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Max Institute ensures the welfare measures to be implemented for its teaching and non- teaching staff. The well being of the staff is important for effective functioning of the Institute. The institute takes the following welfare measures for its teaching and non teaching staff.

The Institute provides free installment scheme for the wards of the staff. The non-teaching staff is provided with the accommodation facility. Transport facility is also provided for teaching and non teaching staff.. Teachers Welfare Fund is created and salary in advance is given to the needy staff members. Provident fund and group insurance scheme for teaching and non teaching staff. Maternity benefits as per norms and childcare,Computer labs, Internet facility, Sports facilities, cafeterias.

Salary advance and arrangement of personal loans from bank. Grievance cell for non-teaching staff. Faculty members are promoted for self development programs and higher education. Provision for availability of the auditorium and Conference Hall of Institute for the family functions of the staff conducted during Holidays. A full fledged canteen in the campus to provide food and snacks at reasonable prices to the staff and students. Faculty club and non teaching Staff Association represent their grievance to the management and seek Redressal. Yoga classes and psychological counseling is made available for the teaching staff. No membership fee for availing facilities of gym ,indoorgames. Study Leave for pursuing higher studies. Pregnant ladies and lactating mothers to be given necessary concessions in their day-to-day work and they are given flexible timings as per their requirements.

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

6.3.2

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

Response: 11.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	2	2

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)

6.3.3

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	2	2

File Description	Document
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

6.3.4

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

Response: 100

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5

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

Response:

Max Institute has a performance based appraisal system for the assessment of teaching and non teaching staff. The appraisal report is based on the annual performance of the employee on the basis of their academic performance and other extracurricular activities. The objective of assessment of teaching and non- teaching staff is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of

the employee.

The teacher performance appraisal system provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required. Performance appraisal has three basic functions-

To provide adequate feedback to each person on his or her performance. To serve as a basis for modifying or changing behavior towards more effective working habits. To provide data to head of the departments with which they may judge future job assignments.

Performance appraisal for the teaching staff is as follows-

Promotion aspects of the faculty members are informed well in advance. The performance of each faculty member is assessed according to the annual self assessment. Evaluation of performances is done on the basis of teaching, learning and evaluation related activities, Co curricular, extension and professional development related activities, Research publications and academic contributions. The faculty members are assigned additional duties and responsibilities for the activities undertaken by the institution. besides academics and most importantly on the feed- back of students.

Performance appraisal for the non teaching staff-

All non teaching staff is assessed through annual confidential report. The staff members are assessed on the basis of character and habit, capacity to do hard work, Discipline, reliability, Departmental abilities and technical abilities. The overall assessment is based on the cumulative grades by the HOD. Promotions and financial upgradation depend on the satisfactory performance of the employees.

The appraisal system sets out the framework for a clear and consistent assessment of the overall performance of teaching and non teaching staff for supporting their development.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Max Institute has internal and external audit mechanisms both. The internal audit is carried out by the auditor of the management periodically within every financial year, the external audit is carried by the authorized chartered accountant at the end of financial year. The institutional accounts are audited regularly by both internal and statutory audits. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected or rectified and precautionary steps are taken to avoid reoccurrence of such errors in future. The institution regularly follows internal and external financial audit system. The internal and external audit includes scrutiny of the following-

Reviewing and approving the scope of the work plan for the internal and external audits. Discussing the proprietary or financial statement Presentation and the adequacy of footnote disclosures. Monitoring Implementation of Management Letter and internal audit recommendations. Recommending and appointing an independent audit firm. Reporting to the board the results of the internal and external audits. Resolving disagreements between the external auditors and management. Reviewing findings of internal audits and associated control issues.

Receipts from fee, Payments to vendors, Staff, contractors, students and other service providers etc. come under the purview of the auditors.

The management reviews and approves audit strategies, policies, programs, and organizational structure including selection of external auditors or outsourced internal audit . Supervises the audit function directly to ensure that internal and external auditors are independent and objective in their findings. Establishing schedules and agendas for regular meetings with internal and external auditors.. Working with internal and external auditors to ensure that the institution has comprehensive audit coverage to meet the risk and demands posed by its current and planned activities.

Monitoring, tracking and providing actions to ensure effective and timely response by management to correct, control weaknesses and violations of law or regulations noted in internal or external audit reports

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

The resource mobilization policy focuses on achieving the goals and target of the institution ensuring accountability and transparency. The availability of funds is essential for any organization, society, family or cooperatives, but the mobility of funds is even more important. If the mobility is in right direction, coordinated, then the level of progress is high otherwise it becomes ineffective even though the funds are available.Therfore mobilization of fund is important for the development of organization. For the development of the Academic process and infrastructure development, the Institute has a well defined mechanism to monitor effective and efficient utilization of available financial resources.

Budget of the institution is prepared by Principal together with top management every year taking into consideration. all expenditures. The Trust sanctions and fulfils the needs which are urgently required. The Account Department spends a particular amount of the income on the activities relating to health and personality development like sports, yoga etc. Maintenance and upgradation of the facilities are provided from the college from time to time Like infrastructure, funds for electricity, water, Internet, and telephone bills. To upgrade the students, professors and employees, various programs such as guest lectures, seminars, discussions are organized. They are also encouraged to participate in different institution research work. Some percentage of funds is spent on maintenance of apparatus and purchase. Fund is kept safe for miscellaneous expenses and for certain emergency situations. This fund is beneficial at the time of need and the development of the college.

Resource mobilization policy.

Max Institute operates student centric policies with focus on skill-based quality education which would be accessible and affordable by youth of rural and urban areas. Institute is to provide best resources to the students and faculty to meet the requirements and run the Institute for realizing the vision and mission of the Institute. The. Five-year strategic plan is made by the Institute to plan broad academic activities related administrative, logistic and development activities. Accordingly, the budget estimates and funds requirements are made. This will be broken to yearly activities in mobilization of resources planned.

The Institute needs three types of resources, human resources, equipment and material resources and infrastructural resources.Funds are raised through student fees, Optimal utilization of fund is ensured

through- enhancement and maintenance of facilities as per priority. Priority is based on what is best for the student.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

IQAC Cell in Max Institute has given visible results since its inception in 2021.

IQAC targets three aspects: -

1. Quality of Teachers
2. Quality of content
3. Quality of infrastructure

1. For improving the quality of Teaching Max Institute organises teachers Orientation – program. where they are told what is expected of them. They are further exposed to regular seminars and workshops both internal and external. A regular system of student feedback gives then an idea of their performance.
2. Quality of the content: The syllabus of the course is prescribed by Vinoba Bhave University which we need to adhere-to. The teachers are encouraged to adopt ways and means to make sure that the concept in conveyed to the last of the students. They can use any modality of TLMs, and activity to achieve this.
3. Infrastructure: Max Institute has a sound support system of infrastructure, It includes ICT lab, smart classes, Science labs, psychology lab, geography and maths labs. There is also an IT enabled Library which gives remote access to students and teachers with range of e-books, journals, magazines and newspapers. A very decent playground and a games & yoga room, last but not the least a multipurpose hall for different activities.

Our IQAC department is continuously monitoring the level of quality of all the projects and makes suggestions and changes where required.

The end result of the efforts of IQAC is reflected in an improved student.

6.5.2

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

Response:

Max Institute takes steps to improve the quality of teaching learning process through IQAC.. The institution has an internal quality assurance cell, adopts a participatory approach in managing its provisions. It gives support to teaching and learning for example continuing education for faculty, Pedagogy enhancement, student support through mentoring and career advice, Support for student learning through focus on inputs, Introduction of new pedagogical tools or on inputs such as the development of certain abilities for the students.

Preparation of course plan at the beginning of every session. Feedback is collected by the students through IQ AC on curricular aspects, faculty programs and institutional programs. The improvement in courses and teaching materials is brought about with the help of evaluation. All students are provided with the student diary that provides all details relevant for students. Mentors keep a close watch on a students performance through these diaries. The academic calendar is prepared in advance displayed and circulated in the Institute and strictly followed. The IQAC conduct periodical meetings with the Departments, internal examination committee, Council of heads, the principal through out the Academic year in the presence of the IQAC coordinator. The Faculty Coordination Committee conducts an academic review of all departments collecting information on academic activities such as completion of study programs, unit tests, assignments, seminars, group discussions quiz, education tour and other activities. The Staff Council meeting is held in the beginning of the session to discuss the plan for the session. A daily teaching diary of each faculty member is signed by the Principal for the approval. Students centric methods for clearing the concepts are adopted. Library is enriched with resources related to curriculum . Emphasis is given on course completion. Participation of students in classroom discussion is enhanced. Transparency is maintained in internal assessment. IQAC monitors the proper implementation, an analysis of overall academic and administrative performances of the Institute activities. It ensures maximum utilization of infrastructural facilities and the available ICT resources. In an attempt to increase computer friendliness, regular ICT classes are provided though not required by university syllabus A feedback analysis committee is formed to review the online and offline feedback received from the students. Attendance registers and daily teaching Diaries are duly maintained and checked. IQAC supports the teaching and learning goals articulated in the institutions strategic plan. The institution maintains proper documentation of various programs and activities of the Institute leading to quality improvement through IQ AC. Max Institute strives towards quality enhancement through internalization of the quality culture and institutionalization of best practices. The institution organizes seminars, conferences, and workshops at various levels. Extension and upgradation of classrooms and laboratories. Automation of library and its facilities. It reviews the feedback from the parent teacher meetings. The IQ AC monitors the well being of the Institute in all respects.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)

6.5.3

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

Response: 2.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	0	0	0

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: D. Any 1 of the above

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

6.5.5

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

Response:

Max Institute successfully implemented Quality enhancement initiatives in the Academic and administrative domains. Some of the initiatives of IQAC which have contributed towards incremental improvements are-

When a programme is launched it begins to bear fruits in small steps . We, at the Max institute, keep a sharp eye through mentors and self assessment diaries on the effect of the programme.

Optimization and integration of modern methods of teaching and learning. Use of ICT tools in teaching, Development of Environmental friendly campus. Conducting bridge courses. Waste management. Green practices are the areas where attention is focused

Use of ICT tools for teaching learning. Successful implementation of Connectivity of Internet in the campus which has enabled, online fee collections, , and digitization of academic records and staff records. Development of Institute websites. Computer training programs for the staff. ICT tools contributed to high quality lessons since they have potential to increase students motivation, connect students to many information sources, support activly in class and outclass learning environments and let the teachers to allocate more time for facilitation .. It leads to an improved student learning and better teaching methods. The use of computers in the colleges enabled students to get the chance to do assignments or group projects by saving a lot of time.. Introduction of smart classes Computer assisted Instruction played the important role in improving the quality in teacher education. It consisted of both video as well as audio tape recordings, filmstrips and so on.. Environment Friendly campus and green practices.The Institute works for the Environment conservation. and embraces principle of sustainable development to ensure that any adverse environmental impact of its activities is minimized. The Institute worked for generating less waste, ensuring that less natural resources are consumed.

Waste management through establishing solid waste, disposal facilities in different places of the campus for disposal of organic waste, including plant debris. Spread of composting initiatives on the college campuses and Utilizations of compost for the plantations in the campus. The campus garden is maintained properly. Use of Reusable water bottles and coffee mugs. Green Campus projects made by students to spread awareness about Eco friendly transportation in the campus. Use of sustainable energy to supplement the energy needs of the campus like Solar panels Max Institution has enough solar panels to power its requirement.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

Max Institute makes effort for energy conservation by reducing the consumption of energy. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through efficient energy use or by reducing the consumption of energy services. Conservation of energy has been done by various methods.

Planting trees all around the campus so that there is a less usage of air conditioners. Insulating a building allows it to use less heating and cooling energy to achieve and maintain a thermal comfort. Installing light emitting diode bulbs, fluorescent lighting or natural skylight windows reduces the amount of energy required to attain the same level of illumination compared to using traditional incandescent light bulbs. Designing features of the building that maximize the use of natural light. Switching over to LED's or CFL's can save lot of energy. CFL's last longer than standard incandescent bulbs and cost a fraction of the price to run. Modern LED bulbs offer a powerful option for lighting at a fraction of the electrical cost. Investing in energy saving power strips by keeping classroom computers and other devices plugged into power strips to help mitigate their standby power usage... Taking the time to power down the computers each afternoon can do a lot to reduce power usage. Imparting education about how to reduce electricity at Institutes many students proudly contribute to the efforts to make their campus a little more green. Switching the lights off when the students leave the classrooms. Unplugging projectors, televisions, computers and smart boards after the use. Energy can most efficiently used at Institute by trying to limit the electricity usage, Turning off the lights., Reducing water wastage., Recycling the waste etc.

Alternative sources of energy –

Solar energy- Max Institute has installed enough solar panels to meet its energy requirements and generates sufficient power for its purposes.

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

7.1.2

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

Response:

Waste management is carried out at the Max Institute in compliance with local and state guidelines.

The procedures, howsoever simple they may be require continuous effort, education and training of all involved.

Max Institute carries out waste management in following ways:

1. Segregation of waste into three categories - viz. dry waste, biological waste and plastic waste.
2. Food waste and biological waste is further used in the compost pit for use in soil enrichment.
3. Waste is disposed to the cantonment waste collection vehicles.
4. Staff is given regular training regarding benefits of waste management. Monitoring is carried out periodically by the head of the institution.
5. Solid Waste management
6. E-Waste Management
7. water conservation and management
8. Paper less operations
9. Energy use and conservation (Alternate energy resources/Solar Power)
10. Ban on single use Plastic.
11. Under-ground dumping facility.

File Description	Document
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Link for additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

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

7.1.5

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

Response:

Cleanliness and sanitation is widely practices in the Max Institution. Several dedicated staff members have been engaged to maintain high hygiene standards.

Safe cleaning material is used. Care is taken to ensure that personnel engaged in cleaning operations are kept safe and aware of material they are using.

The institute is located in an area where green cover is easily maintainable. Several varieties of trees, plants, etc. have been planted and continuously maintained. These help in keeping campus fresh as well as healthy and a pleasing appearance.

Gardeners are employed to maintain green cover. No pesticides are used. Students and staff are motivated to give suggestion for improving green cover

File Description	Document
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)

7.1.7

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

Response: 1.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.065	1.022	1.195	1.17	1.27

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

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources,

community practices and challenges.

Response:

Max institute believes that we need to be proud of our cultural and social heritage while believing in embracing what the future brings. As such our teachers make efforts to reach out to the tribal and rural society to understand their fight for survival in the hilly terrain.

- Max teachers and students go out to the villagers in NSS programs
- During outreach activities they reach out to the community.
- Teachers and students go out in exchange programmes to neighbouring institutes
- Students of max institute go out to village schools for observation and teaching practices.
- Our college halls are used for local activities.
- Students and teachers reach out to deep forest for outing and picnics.
- The large mining activity in the area has its own charms in the function of economics.
- The area is a large producer and exporter of vegetables and our teams get a first hand experience of the process.

File Description	Document
Link for additional information	[View Document](#)

7.1.9

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

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: B. Any 3 of the above

File Description	Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Woman Empowerment Objective of the Practice

In Max Institute women constitute more than 60% of the total student strength of the Institute. The Institute ensures to promote a culture of respect and equality for female gender.To organize awareness programs on gender sensitization. The provision of opportunities and programs for girls and women to be financially, mentally and emotionally empowered to promote their growth as individuals in their own right. To conduct seminars and workshops to impart knowledge of opportunities and tools available and train the woman. Celebration of international woman's day on March 8th every year. To inculcate entrepreneurial attitude among young girls at the earliest so that they can be job providers rather than job seekers. Counseling services for resident and non- resident students.

The practice

Women's empowerment and achieving gender equality is essential for our society.

It is the vision of the Institute that women and men equally lead, participate and benefit from inclusive and sustainable development in the Institute. It fully recognizes that gender equality and the empowerment of women lie at the heart of its mandate.

Problems encountered and resources required.

Culturally and socially women have been subjected to an attitude which makes them feel inferior to the males. As a result, bringing up their confidence and changing their outlook is a very slow and gradual process. At Max Institute we make very determined effort to make students shed this belief.

Special teaching practices to the deserving trainees by the Institute.

It focuses on the student at the center of learning. Teachers make deliberate choices with regard to students interests and needs and the relevance of what is to be studied. The aim of these teaching practices is for students to develop independent knowledge and skills. To provide special assistance to the students who are unable to follow the teachers.

The practice

Students from all types of family background study in the Institutes So it was a very difficult task to impart

the special training of teaching practices. Initiatives were given to the trainees of the Institute, so they agreed to take part in special class of teaching practices. The members of the training team were made familiar with the principles espoused in the training modules.

Evidence of success.

The trainees showed keen interest for these teaching practices . Problems encountered and resources required.

The faculty members alone cannot provide better and advanced teaching practices to the trainees. So keeping in mind this problem, the coordinator of the cell has to check all the activities created by trainees and supervised by the experts. of the special teaching practices.

File Description	Document
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Area of distinctiveness

Sustained growth in values, personality strength and critical thinking

Max Institute adopts the following course to achieve the above.

- Students are under constant observation by the practice of the self evaluation diaries and interaction with mentors.
- ICT familiarity is taken as a must and as such students are given regular classes even through it is not required in the university syllabus.
- Max Institute subjects the students to regular activities to bring up their self confidence.
- Students are encouraged to participate in the policy making, event management and cultural activities.
- Students are taken to outreached activities to learn social interaction and leadership.
- Eminent scholars teach the basic of reasoning, critical thinking and virtue of impartial observation.
- Participating in inter college sport event is a great character builder.
- Our academic results have been excellent due to our teaching modality.
- Encouragement and ever ready help is the centre of the policy towards students.
- Our curriculum department in ever in search for areas where an improvement can be done.

File Description	Document
Link for additional information	[View Document]()

5. CONCLUSION

Additional Information :

our institution has started a new process of self assessment in this a student judges his own progress and identifiers his problems which he letter discusses with his mentor the second incentive that we have taken up is a very serious effort towards personality build up and correction and intense workout is done to in still logical and critical thinking towards problem solving and prior to arriving at a decision

Concluding Remarks :

Summing up the declarations made under different headings it can be perceived that Max Institiute is bent upon utilising its resources including human resources towards putting up a functioning institution which aims at not only producing an educator of the highest capabilities but also a strong and just human being.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.4	**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through** 1. **Provision in the Time Table** 2. **Facilities in the Library** 3. **Computer lab facilities** 4. **Academic Advice/Guidance** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.
1.4.1	**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.** **Structured feedback is obtained from** 1. **Students** 2. **Teachers** 3. **Employers** 4. **Alumni** 5. **Practice teaching schools/TEI** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..** 2.1.2.1. **Number of students enrolled from the reserved categories during last five years..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>79</td><td>74</td><td>80</td><td>59</td><td>54</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>48</td><td>48</td><td>50</td><td>29</td><td>30</td></tr></table>

	Remark : DVV has made changes as per the report shared by HEI
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 10 Answer after DVV Verification: 11 Remark : DVV has made changes as per the report shared by HEI.
3.4.2	**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** 3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** Answer before DVV Verification : 3 Answer after DVV Verification: 2 Remark : DVV has made changes as per the report shared by HEI.
5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning** Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: B. Any 4 or 5 of the above Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations