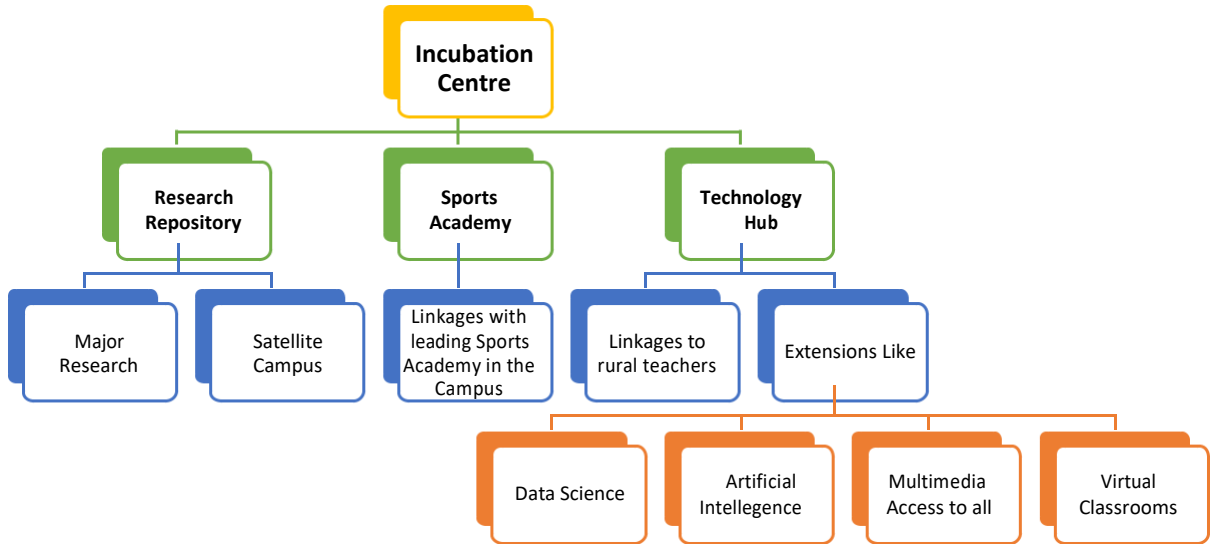


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INSTITUTIONAL PERSPECTIVE PLAN



2028 Research Repository

- Tentative

2027 Sports Academy Linkages

- Tentative

2025 Technology Hub

- Tentative


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The institution's strategic plan is developed i.e. open to change and responsive while still maintaining alignment with the vision and mission of the College. In this regard, the Principal is the pillar of strength in leading the way forward and giving credibility to agreed plans. Following are the steps in which the principal paid the maximum attentions: -

- Communication in the changes in the plan and way forward
- Planning and Execution
- Organising and Controlling
- Directing and Monitoring
- Observation on the KPI's
- Objectives and Action taken
- Financial Planning


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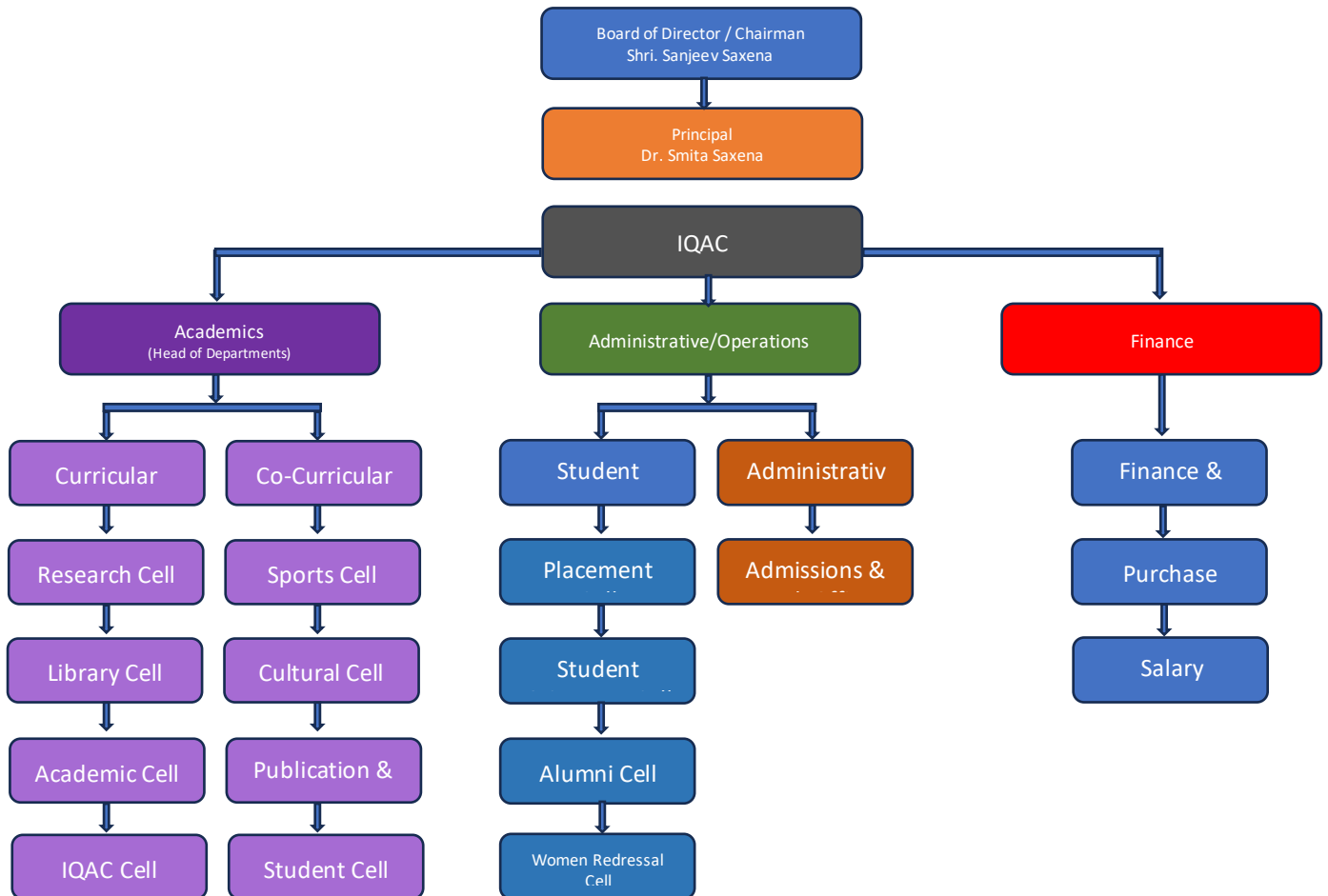
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Mansa College of Education follows a flat organisational structure, which ensure quick and effective decision making and timely execution. The organisational structure of the institute is as follows:



The Flow of the organisation starts with Top Level Executives consists of Governing Councils, Board of Director and Head of the Institute – The Principal. All the apex level decisions are taken by the dedicated respective councils. All the apex level decision and crucial decision for the betterment of the institute are taken during the yearly annual general meeting (AGM) followed by the checks of the follow-up meetings scheduled in advance. All such outcomes from the governing council meetings are to be mentored and implemented by the Principal who is the highest authority in case of Department of Education in Mansa Group of Institution. The Principal plays very crucial role in applying and implementation of all the decision taken by the governing council from time to time. Day to day activities are the sole responsibilities of the Principle of the institute and gets assisted by the department heads, who shares the responsibility of director.

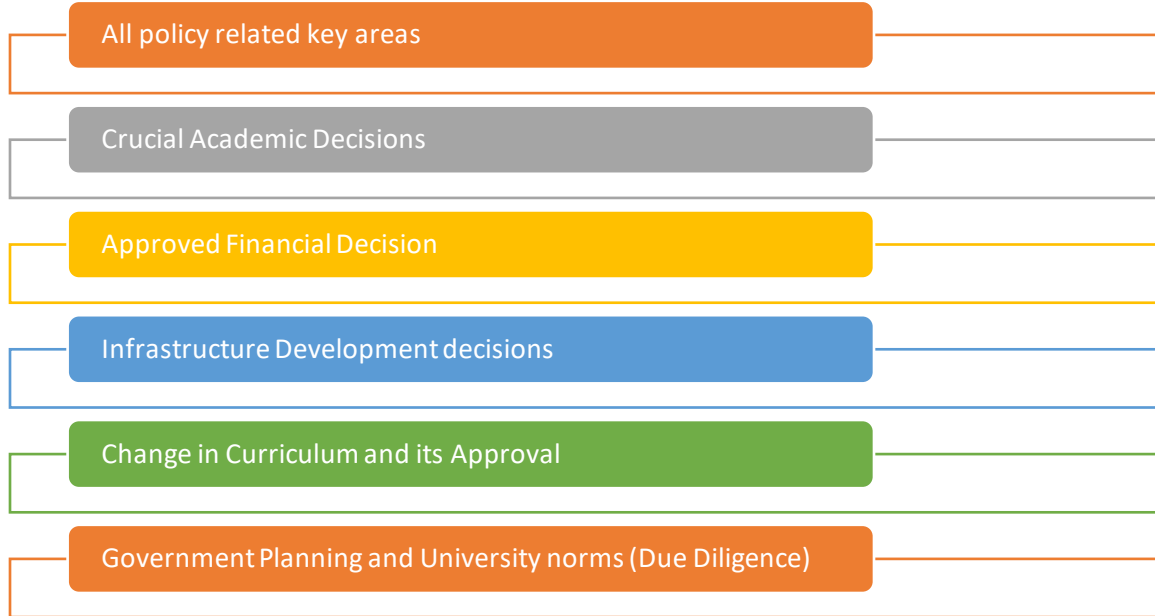

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Government Council Purview – Some Key Result Areas are mentioned:



Academic Council:

To maintain the academic transparency, the academic council is the highest authority and it looks and monitor the functioning of the institute's academic programs. Time to time they review the syllabus and advice the revision accordingly as an when required and demand by the rest of the stakeholders, the recommendation was always considered once recommended by the Academic Councils.

The feedbacks are sought from various stakeholders' and suggestions are implemented for continuous improvement in curriculum.

Grievance Redressal Box: The students have to put their grievances in writing in plain paper in that box and these grievances are discussed in the meeting of the Grievance Redressal Cell of the institution post thorough discussion the concern further cascaded to the management through the Principal of the institution. The grievance register should keep in the prominence place of the institute and accessible to the candidates during all period of the programme.

Grievance Redressal Committee:

The institute has a grievance redressal committee which consists of senior faculties students etc to help and address the issues faced by the members of the institute in a systematic manner as per the policy guidelines. Broadly it addresses

- ⇒ **Student Grievance**
- ⇒ **Women Grievance**
- ⇒ **Employee Grievance**


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Some of the grievances redressed in last couple of years:

- ⇒ Online teaching via various apps during the pandemics
- ⇒ Hybrid model during the partial lock down under strict guidance of the management
- ⇒ Using mode of language - mode of vernacular, preferably local language if required
- ⇒ Demand of regular industry guide for guest lectures
- ⇒ Corporate visits
- ⇒ Washroom hygiene conditions
- ⇒ Monthly health check-up camps
- ⇒ Vaccination drive in the college


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ACADEMIC POLICY DOCUMENT

Policy Statement:

Mansa College of Education strives to achieve academic excellence, by providing quality education through excellent teaching pedagogies, teaching learning activities, research pursuits and varied assessment tools, so as to empower individual students to evolve as self-reliant citizens of the global village who would cater to the human welfare and sustainability.

Objectives:

The academic policy of the college determines the system of relationships between the participants of the educational process aimed at accomplishing the college's vision and mission. It operates at local, national and international levels of accountability in teaching and learning. Our teacher programmes are pitched at training pre-service teachers to articulate production tasks professionally and find a solution using modern technologies. The curriculum promotes active citizenship on the ideas of peace, kindness and justice.

The objective of the policy provides a transparent sustainable teaching and learning ecosystem for transacting teacher education.

It aspires to:

- ✓ Develop competent and humane teachers
- ✓ Prepare professionally empowered women teachers of local, national and global standards
- ✓ Infuse scientific attitude to promote teachers
- ✓ Transform student teachers into techno-skilled, community-oriented dynamic leaders
- ✓ Provide training in cognitive, affective and psychomotor domains (holistic development)

Responsibilities:

Academic and financial audits	
Academic transparency	
Academic accountability	
Industry specific professional competencies	
Preparation of course materials with adequate standards	
Delivery through appropriate technologies	
Quality Assessments	
Network and Partnership with external stakeholders	


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Standard Operating Procedures: Exclusive Job Descriptions Hierarchy-wise

Roles & Responsibilities

ROLES	RESPONSIBILITIES
Management	<ul style="list-style-type: none"> Communicate views from the general community to the Institution in order to ensure that the institution is well informed and in touch with a variety of opinions
Principal	<ul style="list-style-type: none"> Developing and implementing quality assurance policies and procedures Preparation of Academic Calendar and Semester Plan (UG) Preparation of Academic Calendar and Semester Plan (PG) Ensure that the courses promote the development of trainee teachers Ensure proper redress of the concerns raised by students in all matters Take up initiatives to achieve the mission and vision of the institution Subject allocation for faculty for every semester keeping in view various extraneous duties Monitoring the progress of course delivery Conduct of regular staff meetings for assessment of progress of teaching - learning process and other departmental activities Arranging student feedback of the faculty and initiating corrective measures Review of the progress of teaching - learning process and institution of remedial measures Verification of the computation of continuous evaluation marks
Internal Audit Cell	<ul style="list-style-type: none"> Carry out the academic auditing of the college at the stipulated interval
Controller of Examination	<ul style="list-style-type: none"> Conducting all Examination Collecting of results from the Evaluations Verification and Valuation of results Publication of Final Results Issue of Grade Card and Certificates
Faculty in Coordination with IQAC coordinator	<ul style="list-style-type: none"> Finalization of the lecture plans and Course Information Sheet (CIS) of various courses within the module before the commencement of the semester Ensure that the course materials and the assessments carried out are at an appropriate standard Review and approve the internal assessment Questions, Answer Key and its assessment Ensure that a good communication is maintained between the faculty handling the same course in the module to enable consistency in the objectives, content delivery, assessment and other quality control matters Validation and suggesting the gaps in the syllabus. Identify the topics and person for invited talks related to the module Verification of CO-PO mapping and assessments. Verification of Course Files, Subject Plan Preparation of Module coordinators report for Internal Audit



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Facilities to support Teaching & Learning:

- ✓ **Information & Communication Technology (ICT) Labs:** A multi-purpose educational technology laboratory serves as a tool integrating ICT into the teaching learning process. This is augmented by the computer laboratory with an in-built provision for practical sessions affording students access to the College's computer network. 500 plus I3 Computer systems are placed in 2 different labs in the college premises along with both the Virtual and Interactive Flat Panels (IFP). The Virtual Studio provides students with an avenue for producing and telecasting of video lessons. The English Language Laboratory provides the students a facility wherein they can enhance their linguistic competencies. Through the Counselling centre students are acquainted with counselling strategies to help them develop skills.
- ✓ **Automated Library:** The college is endowed with a well-established partially automated library with a diverse collection of about 10,500 books and journals. A reading room is adjoining the main library.

Guidelines Adopted:

Mansa College of Education continuously strives to work for the betterment of both the society and stakeholders. Thereby translating and implementing the suggestions into behavioural outcomes to produce quality teachers for local and global needs with efficient function and support and followed norms of the University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC) and National Council for Teacher Education (NCTE) and Hemchand Yadav University,

Mansa College of Education internal college quality circle:

- Internal Quality Advisory Committee (IQAC): includes experts from various fields with promoting quality excellence through auditing as its main stay
- Student Quality Cell (SQC): is constituted by elected representatives actively contributing to the quality assurance in the system through periodical appraisal in scholastic and co-scholastic domains


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Examination Pattern:

Continuous comprehensive evaluation, periodicals, assignments, seminars, project work and internship to assess the progress of the learners

Faculty:

Faculty is appointed as per the authority norms. The faculty works in consensus with the college's vision, mission and objectives committed to the cause of teacher education.

Mentoring:

The faculty also assumes the role of a Master mentors, responsible for monitoring the overall progress of the assigned student-teachers with regard to their attendance, preparation of special projects, internships and overall participation. Mentors are trained in-house to counsel student-teachers when require.

Curriculum:

The college's teacher education programme activities are planned to be in sync with the college's vision, mission and objectives. Curriculum is part the University process and purview. The curriculum is revamped every five years based on a needs assessment at local and global levels. The co-curricular activities are designed to offer students a forum to display their talents and creativity, to develop in them organizational skills, spirit of community service and social awareness. Students also develop values of cooperative living, participation, self-esteem and respect for others.


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