



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

##### 1.Name of the Institution

MANSA COLLEGE OF EDUCATION

- Name of the Head of the institution **Dr. Smita saxena**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **9827191096**
- Mobile No: **9893750431**
- Registered e-mail ID (Principal) **mansacollege2009@yahoo.in**
- Alternate Email ID **mansacollege@gmail.com**
- Address **kohka road kurud bhilai**
- City/Town **bhilai**
- State/UT **Chhattisgarh**
- Pin Code **490024**

##### 2.Institutional status

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

- Financial Status **Self-financing**
- Name of the Affiliating University **Hemchand Yadav University Durg**
- Name of the IQAC Co-ordinator/Director **Mrs. Punam sahu**
- Phone No. **9399234337**
- Alternate phone No.(IQAC) **9893750431**
- Mobile (IQAC) **9399234337**
- IQAC e-mail address **mansacollegeiqac@gmail.com**
- Alternate e-mail address (IQAC) **smitasaxena8@gmail.com**

**3.Website address**

- Web-link of the AQAR: (Previous Academic Year) <http://www.mansacollege.com/>  
[http://www.mansacollege.com/admin/upload/21193\\_AQAR%202020-21.pdf](http://www.mansacollege.com/admin/upload/21193_AQAR%202020-21.pdf)

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

- if yes, whether it is uploaded in the Institutional website Web link: [http://www.mansacollege.com/admin/upload/96477\\_academic%20calandor%202021-22%20NEW\\_2021058121741\\_compressed.pdf](http://www.mansacollege.com/admin/upload/96477_academic%20calandor%202021-22%20NEW_2021058121741_compressed.pdf)

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B+</b>	<b>2.68</b>	<b>2015</b>	<b>15/11/2015</b>	<b>14/11/2020</b>

**6.Date of Establishment of IQAC****15/06/2010****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>MANSA COLLEGE OF EDUCATION, BHILAI</b>	<b>NATIONAL SEMINAR</b>	<b>ICSSR</b>	<b>13/09/2022</b>	<b>1.5</b>

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

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

**9. No. of IQAC meetings held during the year** **3**

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

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount

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

1. The Educational & Physical Education Department Organized two days National Seminar on PUNARJAGRAN : "Relevance Of Ancient Indian Consciousness Of Knowledge In Global Context" Sponsored by ICSSR , a Faculty Development Program entitled "Workshop on ICT Tools" , "Workshop on Synopsis Writing" , "Workshop on Academic Writing" And Workshop on " Technique And Skill In Sports" . 2. All the staff are encourage to attend Refresher Course, short term course, seminars, workshops, conference etc. so faculty attended state level, national level, international level conference, workshop, FDP, short term course & seminars during this academic year. 3. Various activities like Nava Bihan : gramin khel pratibha kaushal, Pahal : yoga avm krate nishulk shivir, Vaccination Drive , Campaign for plastic free environment, Celebrate National Voter Day : "my vote is my future - power of one vote", Fire & Road Safety Awareness Campaign, Community Camp; Shahri Gothan & Siyan Sadan , Health Chechup Camp, Prayas :campaign for EWS child etc. plan successfully executed for considering social responsibility of individuals. 4. The value of Green Initiatives was highlighted by the IQAC and various drives like 100Trees Plantation Drive, and Swachh Bharat Abhiyan were executed And conduct GREEN AUDIT for eco friendly measures. Also

College got 2nd prize in "Conservation Of Environment" by HEMCHAND YADAV UNIVERSITY DURG. 5. Various training program such as "How to Face the Interview" and "Aptitude Test", lectures series for spoken English and communication skill to our students are arranged. More than 70% of students are placed

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

Plan of Action	Achievements/Outcomes
<p>1. All the departments are encouraged to organize Webinar, workshops , Faculty Development Program and special lectures to improve the academic atmosphere</p>	<p>1. The Educational &amp; Physical Education Department Organized two days National Seminar on PUNARJAGRAN : "Relevance Of Ancient Indian Consciousness Of Knowledge In Global Context" Sponsored by ICSSR , a Faculty Development Program entitled "Workshop on ICT Tools" , "Workshop on Synopsis Writing" , "Workshop on Academic Writing" And Workshop on</p>
<p>2. The college laid emphasis on the development of sports activities. Students were encouraged to take part in intercollege and inter-university sports programmes. They were also encouraged to take part actively in sports events organized by the State and Central government</p>	<p>2. Many students participated and Won Medal in sports tournaments outside and the college. (State &amp; National Level) They were also encouraged to take part actively in sports events organized by the State and Central Government</p>
<p>3. Green Initiatives</p>	<p>3. 100Trees Plantation Drive, and Swachh Bharat Abhiyan were executed And conduct GREEN AUDIT for eco friendly measures . College got 2nd prize in "Conservation Of Environment" by HEMCHAND YADAV UNIVERSITY DURG</p>
<p>4. Training Program</p>	<p>4. Various training program such as "How To Face The Interview" and "Aptitude Test", lectures series for spoken English and</p>

	communication skill to our students are arranged. More than 70% of students are placed
5. Social Activities	5. Various activities like Nava Bihan : gramin khel pratibha kaushal, Pahal : yoga avm krate nishulk shivir, Vaccination Drive , Campaign for plastic free environment, Celebrate National Voter Day :
6. Value Added And Self Study Courses	6. College introduce 25 value added course and 14 self study course for Capacity Building and skill development of students and faculty
7. As is the practice of the college all Teachers were encouraged to take part in Seminar, Workshop ,Conference, FDP, Short term course.	7. Teacher's of almost all departments joined Seminar, Workshop ,Conference,FDP,short term course.
8. All the staff are encourage to publish their research work in Ugc Care Listed Journals. so faculty published their Research papers in UGC Journals.	8. Teacher's of almost all departments Published their research papers in UGC CARE LISTED Journals.

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
<b>governing body</b>	<b>22/03/2022</b>

14. Whether institutional data submitted to AISHE

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>MANSA COLLEGE OF EDUCATION</b>
• Name of the Head of the institution	<b>Dr. Smita saxena</b>
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• Does the institution function from its own campus?	<b>Yes</b>
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• Alternate e-mail address (IQAC)	smitasaxena8@gmail.com				
<b>3.Website address</b>	<a href="http://www.mansacollege.com/">http://www.mansacollege.com/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.mansacollege.com/admin/upload/21193_AQAR%202020-21.pdf">http://www.mansacollege.com/admin/upload/21193_AQAR%202020-21.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
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<b>5.Accreditation Details</b>					
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<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
governing body	22/03/2022
<b>14. Whether institutional data submitted to AISHE</b>	

Year	Date of Submission
2021-2022	19/01/2022

### 15. Multidisciplinary / interdisciplinary

Being a multi-campus College, the departments are functioning in rural and tribal areas of its jurisdiction. Driven by these features, the inter-disciplinary approach of the departments and the administrative co-ordination of the campuses are the areas effectively to be improved. The College is making all effort to get sanction from the Government for adequate number of teaching faculty. The project for extending campus at Bhilai' Chhattisgarh to the next level are the prospective plans of the Mansa College of Education. For enhancing quality in research, a road map is under preparation by way of enlisting and seeking co- operation from international agencies and institutes. The Institute organizes many interdisciplinary state and national level conferences every year to promote a blending of different disciplines leading to the exchange of research ideas and knowledge on topics of overlapping domains. The College has a Career Guidance Desk - (CGD) established at Bhilai Campus. The Desk offers coaching programmes for IBPS, ToT, CSIR, Corporate Orientation, Apprentice and the selection tests of various Service based examinations. It provides opportunities for the students to tune them for qualifying competitive examinations.

Keeping the total development and end to end enhancement of the students in both academic and non-academic activities is concerned, Mansa College of Education always adopted a very holistic approach towards the student teacher as it supports and facilitates the scope for multi-skill development for its beneficiaries. Intellectual acumen and skills are very much related to head and cognitive domain obtaining from the teaching of academic subject. Whereas the personal, social, cultural and civic skills are obtained from the organization of different extension, consultative and extra-curricular activities which are responsible for developing skills relating to heart or affective domain of development.

In order to make our beneficiaries to be socially and culturally enriched as good human beings in their future endeavour along with the organization of curricular activities , the co-curricular and extension activities like cultural competitions, Yoga, Sports day, Birth Day Celebration Day , Teachers Day, National Education Day, Independence Day , Republic Day ,

Saraswati, Puja , Blood Donation Camp, Corporate Visit, Visit to a place of learning, Literacy Campaign, National and Global Seminars Environmental Awareness Program, Special Entrepreneurship Development programme, Faculty exchange programme etc are being organized to make the beneficiaries to be patient, extraversion, dynamic and controlled, calm and composed, honest , disciplined , sociable human beings in addition to be a good teacher. ICSSR is once such wonderful initiative for leading national seminars.

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

Mansa College of Education follows the curriculum prescribed by Hemchand Yadav University' Durg Chhattisgarh for their B.Ed, M. Ed, B.P.Ed courses. They provide balanced and enhanced curriculum for the teacher's education and through their diversified teaching-learning process. The curriculum provides theoretical insight to envisage the various educational, social and psychological issues. Mansa College of Education instrumental in providing various opportunity to apply and practice the theoretical aspects in real time case-based situation through on ground experiences. Mansa College of Education provides equal weightage to theory and school based practical activities. Diversity is everything and this includes different demographic factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job. Children are the greatest asset to the any nation and are the biggest human resource, Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence

Mansa Group of Education has improvised the pedagogy by creating its own platform of video lectures called EDUTURG and besides the same the use of Google meet, Microsoft teams and other related platform to give lecture notes and assignments has further enhanced teaching and learnings.

**17.Skill development:****School of Employability - The Knowledge Factory (SOE)**

The institution ensures the students competency to begin teaching ranging from pre-practice preparation details to the practice teaching provided to the students during practice teaching in schools are given in the following sequence

1. Identify workshop on micro level teaching
2. Pedagogical Analysis of the subject content of different methods
3. Introducing our modules to the beneficiaries/students
4. Domain knowledge and technology orientation
5. Innovative and low-cost aids for different methods subject
6. Required modules will be executed
7. Certification and feedbacks with peer observations
8. On Ground Training
9. Skilled Teacher

Calibration and Alignment of Programme Learning Outcomes (PLO) - Course Learning Outcome (CLO) framework of the B.Ed and B.P. Ed programmes with Accreditation through accepted standards of leading Universities

**Adoption of NSQF framework for the Skill Development Programme**

A consolidated description and mapping of Programme Learning Outcomes and Course Learning Outcomes of all the programmes are provided in the website of Mansa Group of Education

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

Indian Knowledge System (IKS) was introduced and established in October 2020 by the Ministry of Education through the New Education Policy (NEP-2020) which helps the college to develop courses to students to the Indian Knowledge system.

To make Mansa College of Education a "knowledge superpower in central India" and it will be only done by making education

system for schools and colleges more flexible, holistic, and multi-disciplinary which will bring out their unique capabilities and in order to cater the diverse learning needs of the trainees in addition to the availability of learning materials both in English and Hindi medium, our institution has made the availability of enriched learning materials downloaded from the website of various national and international educational agencies. Apart from this, the teachers of the institute use to give some question wise frameworks and foot notes to be helpful for below intermediate seekers. For the advanced seekers, the institute has made the availability of educational Journals published by the reputed govt. educational bodies like NCTE, NCERT, IGNOU and other leading and research oriented educational institutions. It helps them if they are interested to give a research look to their study for future implications. In this way, the institution caters to the diverse learning needs of the students.

For Intermediate: The institute procure ample reference books, educational documents and journals, case-based research papers and magazines relating to education. The principal of the institution also gives tips to the intermediate seeker who have opted vernacular as the medium of instruction as and when required relating to the general / foundation papers of the B.Ed. curriculum. These facilities are provided for academic enrichment the above seekers

For Advance: Based on the categories and identification of the learners those having learning difficulties. The institute provide remedial class along with the adoption of remedial measures for them by proper guidance by the teacher, peer teaching and interaction, giving the books appropriate for proper clarification of concepts relating to different papers of the B.Ed. Curriculum. This very idea brings the student of the category to the next level by enhancing their skill sets.

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

Mansa College of Education create and designs curriculum keeping local/national/global developmental needs into consideration. Our focus is on outcome based real time education in their respective domains and modules with its specifically designed objectives which are in alignment with institutional mission and vision. Cultural grooming is always an advantage for a strong manager with leadership potential. To bring cultural excellence the group take initiatives through many creative forums like Neuro-

Linguistic Programme, Yoga and mind mapping programs like psychometric tests, personality development programmes, academic pursuit through research centres. Modification of assessment helps to get an idea about the student's understanding of the subject.

The curriculum is designed on following basis:

- Syllabus are aligned with top institutional outcome and demand
- The program and curriculum are based on the guidelines set by the affiliated University
- Well designed and strategically positioned curriculum for department of education
- Review of the curricular based on feedbacks and organisation demand
- Industry driven and updated courses are introduced on the basis of stakeholder's feedback

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

Mansa College of Education is the first leading college in the state of Chhattisgarh to introduce the Choice Based Sports Education and Training in UG and PG programmes. The stakeholders have widely accepted the new syllabi and co-curricular activities of the programme. The College has a well-established examination centre. The computerization and systematic approach of scheduling the curriculum process leads to timely completion of course curriculum through its unique ACLP (Activity Cum Lesson Planner) process. Software for the Academic, Administrative and Distance Education branches are being developed. The Online and Distance education has been planned by the institution in-conjunction with Pt. Sundar Lal Sharma Open University' Bilaspur. The blend of both physical and online courses is part of the regular courses. As part of the study centre for Pt. Sundar Lal Sharma Open University' Bilaspur, Mansa College of Education provide all the distance mode courses under the umbrella of Pt. Sundar Lal Sharma Open University' Bilaspur. You tube and in-house video lectures by faculties are there in addition to regular physical classes to encourage learning in blended mode at the study centre through Learning Management System (EDUTURG). 15 days special dedicated inhouse regular

classes are part of the programme offered by Mansa College of Education

## Extended Profile

### 1.Student

2.1	645
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	470
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	205
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	295
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.5	245
Number of graduating students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.6	350
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Number of students enrolled during the year		
File Description	Documents	
Data Template	<a href="#">View File</a>	
<b>2.Institution</b>		
4.1	129.540214	
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2	210	
Total number of computers on campus for academic purposes		
<b>3.Teacher</b>		
5.1	45	
Number of full-time teachers during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
Data Template	<a href="#">View File</a>	
5.2	45	
Number of sanctioned posts for the year:		
<b>Part B</b>		
<b>CURRICULAR ASPECTS</b>		
<b>1.1 - Curriculum Planning</b>		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
Mansa College Of Education, Bhilai is affiliated to Hemchand Yadav University, Durg, and it follows the University prescribed curriculum and so donot have any role in revising the curriculam.The curriculum is reviewed with the aim of holistic development of students and enhanced employability. The institution follows the University prescribed curriculum to ensures effective implementation of it. Through ,a well-planned		

and documentation process. Although, we do not have autonomy in setting up the curriculum; but the curriculum being taught is constantly under surveillance as suggestions and comments are invited every year from the Teachers. College adapt practice of discussion in the staff meetings about the curriculum based on the feed back of the students ,abouttheir difficulties in understanding the subject or answering the questions.. Class Coordinators and subject teachers are part of meeting and the meetings are conducted periodically. It is done to review the curriculum for gap analysis and to discuss the different kinds of issues keeping in mind the local and global needs of the students and the society Along with our Senior and experienced faculties are members of Board of studies of Hemchand Yadav university Durg and take proactive steps to enrich the curriculum by meticulously figuring out loop holes in it.

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

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

**A. All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://www.mansacollege.com/admin/upload/Programme_outcomes.pdf">http://www.mansacollege.com/admin/upload/Programme_outcomes.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **1.2 - Academic Flexibility**

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

#### 1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

28

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="http://www.mansacollege.com/">http://www.mansacollege.com/</a>

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

25

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

2627

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

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

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

**All of the above**

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

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

**1295**

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

Mansa College stands for values likes compassion and commitment for the development of self and society. The college has Eco-club and Social -Club, which regularly organize socially relevant events and outreach programmes so that students learn to engage with sociocultural issues in a constructive manner. To make the delivery of curriculum effective, the faculty regularly updates its knowledge with the support of the college. Faculty members are encouraged to attend Orientation/Refresher courses, workshops and present papers in seminars conducted by the affiliating and other Universities. Class wise Time Table is drafted and finalized well ahead of the commencement of the semester. The papers/options are allotted after careful consideration of the qualifications, subject specializations, experience and performance of the teachers. ICT based learning has been incorporated in all departments for communication with students to make the teaching learning process more learner-centric. YouTube assisted learning; experiential learning, participative learning & Problem Solving methods are also used for effective curriculum delivery EXPERIENTIAL LEARNING is a process through which students develop knowledge, skills, and values from direct experiences, outside a traditional and academic setting The College, by virtue of its founding principles, is committed to community outreach. Internships with reputed firms adds to the scaling-up of

professional experience of the students E-learning and simulation programmes

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

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

Mansa follows the curriculum prescribed by Hemchand yadav University for B.Ed. course. It is a balanced curriculum for the training and grooming of the pupil teachers even in the role of diversity and equity in teaching-learning process. The curriculum provides theoretical insight to the students to envisage the various educational, social and psychological issues. Institution provides an opportunity to apply and practice the theoretical aspects in real life situation through field experiences Institution provides equal weightage to theory and school based practical activities. There is a sociology part in the first core paper (Teacher in the Emerging Indian Society) of the B.Ed. curriculum. The prescribed part familiarizes the Pupil Teacher with the concept, meanings and importance of equity and diversity. Besides, it focuses on the problems of caste and class based disparities and the aspects concerning democratic functioning of society, national integration, international understanding and their interrelations. In this context, the content outlines the ways and means for observing equity and respecting diversity. Different activities have been envisioned in the curriculum for pupil teachers to understand the role of diversity and equity in teaching learning process.

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

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

**ORIENTATION PROGRAM BEFORE INTERNSHIP :**The institution not only ensures imparting knowledge but equips the prospective teachers and teacher educators with necessary knowledge and pedagogical skills.. students are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the micro teaching skills, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding. During internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school. The interns ensure better understanding of theoretical as well as practical aspects of subject matter of students through various teaching-learning strategies. **PRACTICAL FIELD TRAINING :** On the first day of internship in allotted schools, interns receive time table from the school. As per the time table, they plan their lectures and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. Every lecture is supported by number of audio visual aids catering to diversity in the classroom. **SKILL IMPROVEMENT IN FIELD :** Interns are also motivated to identify weak students and organize remedial teaching for them. It ensures that weak students can cope up with other students in studies. **FOR PERFECTION IN PROFESSION :**The interns not just teach in schools but they become a part of the total system by participating in different co-curricular activities like morning assemblies, celebration of important days, school functions etc



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

## 1.4 - Feedback System

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

All of the above

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

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

Feedback collected, analyzed, action taken and available on website

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

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

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

350

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

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

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

205

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

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

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

00

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

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

## 2.2 - Honoring Student Diversity

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

The students who seek admission in the institution invariably belong to diverse economic and social strata of society. Admission in the B.Ed Course is based on the state level examination conducted by Vyapam and merit based allotment list process followed by counselling in which student can select the institution of their choice. While For B.P.Ed and Master course M.Ed Admission process is based on academic merit and observation of relevant reservation policies of the government. During Admission phase, Principal personally through open session interacts with the parents and the students to assess their needs and aspirations. Students are also counselled at the time of admission. They are familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution. Before the commencement of new batch per Year, the institution organizes induction and orientation program for the students where every possible measures were taken to understand and fulfil the needs and requirements of the students. To maintain and adapt familiar two way interaction process in teaching, teachers informally get the pulse of the students in the class, their knowledge about the course and their comfort level with various teaching methodologies. Teachers are very much sensitized towards diverse learning. Teachers adopt teaching methodologies based on students needs.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	<b>All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	<b>Two of the above</b>

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

25:1

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

45

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

### 2.3 - Teaching- Learning Process

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

- The institution shows the use of student centric method in teaching learning to improve critical thinking creativity and problem solving skills among students which help to impart upto-date knowledge, acquaint students with the latest research and empower them to apply their skills to develop innovative solutions to present day problems.
- Institution incorporate numerous learning methodologies and strategies such as Debate & Group discussion ,projects , PowerPoint presentation in order to get palpable learning outcomes.

- Educational visits and fieldtrips to Institutes/Industries/Historical Monuments etc. are conducted to enrich the teaching-learning process.
- The college organise extension lectures, quiz periods, workshops, seminars and other cocurricular competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their world view beyond the realm of textbooks.
- students are also encouraged to organize programs. This type of learning helps students to improve their knowledge, presentation skills and personality development.
- Several state and national level organization of Games & Sports as per the needs of the students.
- Participative learning encourage students to actively involve them in the learning process for Google Classroom apps are used to teach some subjects, sometime WhatsApp groups

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

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

44

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://eduturg.com/">https://eduturg.com/</a>
Any other relevant information	<a href="#">View File</a>

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

486

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports</b>	<b>Five/Six of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="http://www.mansacollege.com/admin/upload/67648_study%20material%20for%20B.Ed.pdf">http://www.mansacollege.com/admin/upload/67648_study%20material%20for%20B.Ed.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

**Mentoring is an important strategy in our institution which provide students with the emotional and valuable support students require to achieve the goal of a degree. By providing information, continuous support, guidance, and encouragement, mentors plays a remarkable role in nurturing students' college aspirations,**

helping them prepare for challenge ahead.

- **Working in teams:** Working in teams has always been an integral part of our institution. Teachers provide guidance and full support to their students and establish a strong bond which is required for a health relationship amongst team members. The students develop new ideas to design a wide variety of working models, charts and teaching aids.
- **Dealing With Student Diversity:**The mentors tries to implement concrete strategies for addressing issue of diversity . Our college offers various opportunities to welcome diversity in mentor-mentee relationship. Teachers are very much sensitized towards diverse learning. Teachers adopt teaching methodologies based on students needs.
- **Balancing Home And Work Stress:** Our college campus has a rich variety of academic, cultural, and recreational resources to expand a prospective teachers' horizons. Teachers meet for personal celebration were planned and organised are the regular practice of our institution.
- **Keeping Oneself Abreast With Recent Developments In Education And Life:**There is also a provision for teachers to improve their professional competencies. Staff members are encouraged to attend orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organisations.

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

<b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b>	<b>Five/Six of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

- Innovation and creativity are fundamental to all academic disciplines and educational activities. Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable, and teaching. Creativity means teachers using imaginative approaches to make learning more interesting, exciting and effective. The institution aims at nurturing the students creativity in many different ways.
- Teaching pedagogies have been altered over time to facilitate innovation.
- Use of ICT enabled devices by the college helps introducing effective teaching learning outcomes.
- College have taken initiatives to make teaching-learning process more live, learner-centered, student-centric and proactive.
- Full-fledged computer lab
- The faculty of the college use Googlemeet, Zoom, Webex and WhatsApp group to deliver the course content in an effective way.
- The college provides important links regarding learning materials on the college website.
- The students develop new ideas to design a wide variety of working models, charts and teaching aids.
- The College also organizes workshops, seminars, conferences, extension lectures in order to develop creative and innovative minds.
- The College encourages students to participate in various literary items like quiz competitions, debates, group discussion, poem recitation etc.
- Students are allotted one or the other project during their course of study which they complete by following the maxims

## of teaching learning process

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

**2.4 - Competency and Skill Development**

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

**All of the above**

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

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

**Ten/All of the above**

<b>inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>													
<table border="1"> <thead> <tr> <th data-bbox="76 383 539 450">File Description</th> <th data-bbox="539 383 1445 450">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 450 539 517">Data as per Data Template</td> <td data-bbox="539 450 1445 517"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 517 539 618">Reports and photographs / videos of the activities</td> <td data-bbox="539 517 1445 618"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 618 539 759">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 618 1445 759"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 759 539 860">Documentary evidence in support of each selected activity</td> <td data-bbox="539 759 1445 860"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 860 539 931">Any other relevant information</td> <td data-bbox="539 860 1445 931"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Reports and photographs / videos of the activities	<a href="#">View File</a>	Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>	Documentary evidence in support of each selected activity	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	
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Documentary evidence in support of each selected activity	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback</b>	<b>All of the above</b>												
<table border="1"> <thead> <tr> <th data-bbox="76 1402 539 1469">File Description</th> <th data-bbox="539 1402 1445 1469">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1469 539 1536">Data as per Data Template</td> <td data-bbox="539 1469 1445 1536"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 1536 539 1715">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 1536 1445 1715"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 1715 539 1783">Any other relevant information</td> <td data-bbox="539 1715 1445 1783"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>					
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Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content</b>	<b>All of the above</b>												

Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b>	All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams</b>	All of the above

**and helping them to participate Involvement  
in preparatory arrangements  
Executing/conducting the event**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Internship programme is systematically planned, involving the school staff and teacher educators. The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools. The teacher in charge of internship programme with the consent of head of the institution organises. The process of internship in schools or school internship in which practice teaching is a major thrust occurs in the following ways as the procedural steps of the entire

**practice teaching protocol -**

- The principal of the institute meets the heads of the schools for taking their consent for the said purpose,
- Discussion with the teachers in-charge of school allotment with the student teachers for their preference in opting the schools out of the selected schools ,
- Preparation of the allotment list of student- teachers for different schools with the selection of group leader and allotment of one teacher educator as the supervisor,
- Sending the letter with the allotment list of the student teachers to the school heads through the group leader for prior discussion regarding the allotment of classes with proper adjustment in the time table
- Interactive session with the student teachers by the principal and faculty members before sparing the student teachers for their school internship,

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

**2.4.9 - Number of students attached to each school for internship during the academic year****2.4.9.1 - Number of final year students during the academic year**

297

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

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

Nine/All of the above

reports	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<p>2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.</p> <p>Internship is an integral requirement for B.Ed program. During entire internship, teacher educators monitor all the activities at regular interval and provide suggestive feedback on their respective subject files. The teacher educator, when visiting the school, interacts with the mentees and the trainees and thus a real flow of feedback is ensured regarding the performance of the trainees on the following basis: Use of qualitative Teaching aids, Use Innovations Techniques, Formulation of School Time table, Organization of a CoCurricular activity, Maintenance of attendance register, result record etc. Role of School Principal: During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. One teacher of the college is associated with each school for guidance to the students. Role of School Teachers: The student teachers are under the supervision of senior teachers of the school who act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. Role of Peers: Peer groups observe each student teacher and provide feedback which helps the student teachers to be aware of their strengths and weaknesses. peer groups collectively perform various assigned duties of co-curricular events for its successful completion.</p>	

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)</b>	All of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	Five of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.5 - Teacher Profile and Quality</b>	



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

45

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

10

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

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

45

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

45

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

colleagues and with other institutions on policies and regulations

Faculties in the institution are admired and enforced to acquire and update knowledge of what they teach periodically to cope up with the trends changing day by day in teaching world, which binds up new concepts to old theories and ideas. Staff members are permitted to attend the orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organizations. After these programmes, the institute organizes faculty development programmes through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences with fellow colleagues in the form of seminars. Staff acts as resource person and judge in the college activities. The staff members are encouraged to present papers in seminars and workshops at national, international and state level. For this management provides them duty leave. The management encourages writing books and articles and publishes them for the college. The staff is motivated to publish articles in reputed research journals. They also write books and contribute chapters in edited books. Every faculty member is encouraged to use the latest technologies. They are provided access to the computer laboratory and have an access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education.

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

## 2.6 - Evaluation Process

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

We follow HemchandYadav University norms. However these are the Reforms in Continuous Internal Evaluation (CIE) System at the Institutional Level • Assessment of performance is an integral part of teaching and learning process. As a part of sound educational strategy, the institution adopts Centralized Continuous Internal Evaluation (CIE) System to assess all aspects of a student's development on a continuous basis throughout the year. • Orientation on Evaluation Process: Students are made aware of the evaluation process through the following initiatives: • The induction programme at the beginning of the year/semester by

senior faculties of the college • Academic Calendar is followed as per Directorate of Higher Education , Govt. of C.G • Result Analysis Review Meeting: Result Analysis is done by the incharge after every Unit Test/Model Test. The Principal conducts Review Meetings department wise to assess feedback for the improvement of students' performance. Remedial Classes are conducted for the slow learners, absentees and the students who participate in Sports, activities and Placement Interviews. • Model exam/internal exam of three hours duration is conducted at the end of every semester/year for all subjects. Students should satisfy the eligibility criteria of 75 attendance in each semester/year to appear for University Examination.

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

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

Five of the above

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

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

The students can approach the Teachers, College examination incharge, and principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance. Mechanism to deal with examination related grievances is transparent, time bound and efficient. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester-end examinations. Students and faculty members are made aware of the transparency to be maintained in the system of assessment. The subject handling faculties with Department head deals with the grievances related to university question paper after informing the principal like questions out of syllabus, repeated questions, Improper distribution of marks, Marks missed, wrong questions numbered etc. If student has any grievances related to evaluation of University answer scripts are intimated to the subject handling faculty and head of the Department if necessary. If students face any problem during examination. They are solved by the institution Examination incharge. The grievances during the conduction of theory examination are considered and discussed in consultation with the Principal and, if necessary, forwarded to the University by examination section. Students are allowed to apply for evaluation, recounting and challenged evaluation by paying necessary fee to the University if they are not satisfied with the University valuation.

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

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

The institution prepares the academic calendar every year. The coverage of academic calendar covers the list of examination dates, seminars, conferences, guest lectures, workshops and field trip etc. Academic calendar provides the total effective working days available in a given semester. Then the principal and senior colleagues prepare the time table by correlating the working days available and coverage of curriculum of the subjects. Thus the academic calendar monitors the effective delivery of the program

with academic inputs. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, an Examination committee is in place which monitor overall internal assessment process. Internal practical examinations are held by the college and Externals are held under the scrutiny of the External Examiner appointed by the University. The schedule of external examinations is fixed by the University and the same is displayed on notice board for students. . These changes are communicated to the students well in advance. However, all efforts are made by the college to adhere to the academic calendar for internal evaluation : Considering the conditions of covid Online tests are conducted by teachers with the use of Google forms , Preparatory Exams are conducted every year before the university exams. After assessment the answer scripts are distributed among the students. Their doubts are also cleared with advice about writing correct & apt answers.

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

## 2.7 - Student Performance and Learning Outcomes

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

The learning effectiveness of any programme and course depends on the Programme Learning Outcomes and Course Learning Outcomes. The programmes offered by college cater to multiple interests of the student which aim at imparting knowledge and skills for building their competence and personality. In fact there is also an emphasis on the holistic development of the students as the learning outcomes focus on imparting values and ethics and on enhancing their interpersonal and communication skills. The syllabus of all courses with the programme learning outcomes and the course learning outcomes are displayed on the College website. At the beginning of the academic year during the Orientation Programme students are briefed about the PLOs. The concerned faculty of each of the courses brief their respective classes about the PLOs and CLOs. The College is committed to quality education which is reflected in their programme outcomes and course outcomes. The activities of the college are scheduled in the academic calendar published at the beginning of the year. The calendar is prepared

after consultation with all faculty members and they then decide about the schedule of events. All-important announcements such as timetable, date sheet, submission of award lists etc are put up on the notice board well on time.

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

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

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

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

We follow HemchandYadav University norms regarding conduct of Examinations. The end semester examination results are analysed and the desired learning outcomes of students are evaluated. Students are provided with proper counselling and guidance that helps to overcome their barriers, if any, for their enhancement in performance. In the beginning of the session, the tutorial sessions are conducted. From the entry level, the progress of student is recorded and maintained along with relevant information. The progress of students in both academic as well as nonacademic field is recorded and maintained. Programme outcomes - The Institute's PO achieve following :

- To develop competences among student teachers, to select and use appropriate assessmentstrategies for facilitating learning.
- To anticipate what the students will gain from an educational experience.
- To track their progress and know where they stand.

- To learn from and make changes to curriculum to improve student learning.
- Course outcome - The Institute CO achieve following:
  1. Develop skills for logistic development of learner.
  2. Develop skills in all the functional area of education and management by providing multiple opportunities for experience based learning.
  3. Provide such education that will influence thinking and achievements at that workplace.
  4. Develop key management and tutorial skills.
  5. Understand learning as divergent process.

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

#### 2.7.4 - Performance of outgoing students in internal assessment

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

547

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

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

During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations.

Students are counseled at the time of admission.

- The institution organizes orientation program for the students at the commencement of new batch every year.
- New entrants are acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institute.
- A series of talent search programmes in various fields i.e., dramatics, literary and fine arts are organized in order to discover the hidden talent and potentialities of the students.
- The institute conducts remedial classes for weak students in different subjects to enhance their skills and competencies. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Students are provided with reading material. Lots of written assignments and exercises are given to them. At the end, remedial examinations are held to test the knowledge acquired during class hours.
- Mentor- mentee interaction keeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students. The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance.

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

## 2.8 - Student Satisfaction Survey

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

[http://www.mansacollege.com/admin/upload/40277\\_Student%20Satisfaction\\_compressed.pdf](http://www.mansacollege.com/admin/upload/40277_Student%20Satisfaction_compressed.pdf)

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

5



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

5

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

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

All of the above

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

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

All of the above

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

## 3.2 - Research Publications

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

29

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

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

09

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

### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

72

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

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

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

645

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

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

645

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

645

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

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

Several outreach activities were performed in regular intervals to sensitize students, faculties for communal development they are above listed :

- Students were divided into clubs as per their choices through which activities of different clubs were performed during every Saturday or on public holidays.
- On the occasion of World Environment Day, this year we resolved to plantation drive in our institution at "SANKALP PARV"(mission to plant a 100 Trees) in which institution partnership with SANKALP PARYAVARAN SANRAKSHAN SMITI" planted 100 trees along the road in village kurud near the college.
- Institution provide free value added course and self study course for students.
- The Educational & Physical Education Department Organized two days National Seminar on PUNARJAGRAN : "Relevance Of Ancient Indian Consciousness Of Knowledge In Global Context" Sponsored by ICSSR , a Faculty Development Program entitled "Workshop on ICT Tools" , "Workshop on Synopsis Writing" , "Workshop on Academic Writing" And Workshop on " Technique And Skill In Sports" .
- Free medical camp Service for the community.
- Vaccination drive
- Establishment of Medicinal Plant garden with in campus.

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

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

37

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

### 3.4 - Collaboration and Linkages

#### 3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

3

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

10

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

#### 3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities

All of the above

**Practice teaching /internship in schools**  
**Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**  
**Discern ways to strengthen school based practice through joint discussions and planning**  
**Join hands with schools in identifying areas for innovative practice**  
**Rehabilitation Clinics**  
**Linkages with general colleges**

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The college, established in 2003, with a campus spread of 5.79 sq. mts. of land, is equipped with modern and functional workspaces and create an excellent ambience and atmosphere for teaching-learning. The institution facilitates for sports and games. It has adequate facilities for sports, games, gym, 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, reading rooms, language lab, faculty rooms ,classrooms seminar halls. and other facilities for the execution of teachinglearning process with audio visual facility. Committee plans for all requirements regarding classrooms laboratories furniture and other equipments.

- Proper utilization of physical infrastructure is done at college campus by utilizing it at different online and offline examinations of competitive sectors.
- National seminar,Workshops, FDP, awareness programs training programs for faculty on the use of new technology ensures optimal deployment 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.

Other Facilities: Washrooms for male and females, Canteen, Common rooms for boys & girls, sanitary vending machine, Medical/First Aid Room, Access to safe water, Dispensary, Guest Room, E-Room, CCTV surveillance, 24X7 internet and wi-fi, Computer lab.

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

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

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

18

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://www.mansacollege.com/">http://www.mansacollege.com/</a>
Any other relevant information	<a href="#">View File</a>

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

58.73421



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

## 4.2 - Library as a Learning Resource

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

The institute has a collection of Rare Books, autobiographies, self help books, Motivational Books other than Text and Reference books etc.the library of the institution has a thousandnumbers of reference books, research journals, periodicals and important educational documents. With this our institution focus on the areasTeacher Education, Secondary Education, Curriculum Development, Science Education, Social Science education etc are Prioritized by the institution.The inexhaustible resource of text and reference books, journals,encyclopedias, newspapers and magazines,e-journals, e-books, e-databases ,e-links of library highlights the importance of knowledge preservation and dissemination.The materials available in the college library are provided to the studentsand the teachers. They find out relevant contents for their own use.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="http://www.mansacollege.com/library.php">http://www.mansacollege.com/library.php</a>
Any other relevant information	<a href="#">View File</a>

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

The library of the college serves as gateway of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. The library

offers free Internet access with high speed broadband, Wi-Fi facilities which are required by students, research scholars, and faculty for conducting research, writing research papers, other research oriented activities, etc. The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST). The college library provides remote login facility of to all B.Ed, M.Ed and B.P.Ed students and the faculty members to access digital resources online subject to following conditions: -

- Users can access online journals and e-books as per guidelines (rules) created under e-resource access policy and remote access policy.
- The information retrieved from these e-resources through remote/campus access facility is use donly for educational and research purposes and not for any commercial gains.

If a user is found violating the above-mentioned conditions, he/she is liable to face strict disciplinary action as decided by the Principal of the college.

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

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

All of the above

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

**4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)****0.52948**

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

**4.2.5 - Per day usage of library by teachers and students during the academic year****4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year****575**

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<b>Nil</b>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

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

### 4.3 - ICT Infrastructure

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

Mansa College has a computer laboratory in order to materialize ICT as learning resources. The availability of hardware, software, internet connectivity, audio visual- CDs, Transparencies, LCD Projector etc., other media and materials with ample access for our faculty for fulfillment of their teaching needs, needs for their seminar / workshop purposes with researches ensures the optimum use of the ICT facilities by the faculty of our institution. Our institution has Computer/ET resource center having 210 computers. It has internet facility for the faculty and students. The internet access is given free of cost to all the faculty and students during the working hours/days. The students opt for the Information Technology in Education as Paper VII have to perform computer practical in the lab. College has ET resource center which is equipped with audio-visual facilities like projector, OHP, Computers, CD-ROMS, CDs etc. as teaching-learning aids. The students frequently use the equipments of the ET resource center and are allowed to take them to the respective schools for practice teaching. Students acquire skills for: Using computer peripherals like printers, scanners, Interactive Board, projectors etc., Preparing computer assisted instruction or project based learning on power point. Using software skills to design instructional processes and spreadsheets to solve, analyze and represent data's on charts. Access Internet, retrieving information, using INFLIBNET, consulting e-libraries, sharing ideas through emails, website, youtube, face book, instagram, twitter, whatsapp groups blogs etc.

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

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

**1:6**

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

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

**D. 50 MBPS - 250MBPS**

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

#### 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

**Four of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="http://www.mansacollege.com/admin/upload/84679_study%20material%20for%20M.Ed.pdf">http://www.mansacollege.com/admin/upload/84679_study%20material%20for%20M.Ed.pdf</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="http://www.mansacollege.com/admin/upload/67648_study%20material%20for%20B.Ed.pdf">http://www.mansacollege.com/admin/upload/67648_study%20material%20for%20B.Ed.pdf</a>
Any other relevant information	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus and Infrastructure

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

61.8313

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

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

In order to meet the growing needs of the students and staff of the college, academic and financial provisions are duly made from time to time in accordance with the requirements that are raised ever year. To ensure that students and faculty Members have access to optimal resources for maximum productivity in the teaching-learning and Evaluation process, the college ensures that adequate resources are provided for reading and research in the college library. The existing collection of books and other resources, including digital resources, are updated and enhanced

every year. Additional resources are provided through online portals such as Inlibnet. The Library Committee oversees the maintenance and enhancement of library resources. ICT facilities maintained through the services of one personnel dedicated to this purpose. General infrastructure in the college, and repairs and maintenance of current equipment and facilities is taken care of by way of Annual Maintenance Contracts which covers housekeeping and Computers. Students bring their concerns to the attention of their respective Departments and the Principal through the Students' Council which has a meeting with the IQAC from time to time. The requirements of the faculty and the student community are discussed at meetings of bodies such as the Governing Body and IQAC (Internal Quality Assurance Cell). The Committee meets twice a year to consider available budgets and possible expenses for the year.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.mansacollege.com/">http://www.mansacollege.com/</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

A. All of the above



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

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

Five or more of the above

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

## 5.2 - Student Progression

**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>121</b>	<b>Nil</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.2.2 - Number of student progression to higher education during the academic year

#### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

**84**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

**44**

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

### 5.3 - Student Participation and Activities

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

The institution has a well functional student council, which takes care for augmentation of various infrastructural, academic, and administrative activities for student benefit and welfare. Student Council representatives actively participate in various activities. They help in coordinating all the events related to academics and other cocurricular Extracurricular activities, as per the directives of teaching faculty. Council has the members from UG PG classes. They do lot of academic administrative work by taking the help of other students. They also motivate other students to take part in the activities conducted by the Institute. They work as a medium between faculty and students.

1. Coordination in day to day academic activities at their level
2. Coordination in communicating the information between students and teaching faculty
3. Coordination in conducting special events like departmental fest, etc.
4. Coordination in organizing cultural events
5. Coordination in organizing Sports Games for the students
6. Coordination in inviting the external guest speakers and organizing the Seminars Workshops.

Our college provides necessary support to the council members in organizing coordinating the events. It encourages the students to develop their leadership skills through these activities. Student members in this council can become real heroes and competent managers in future by learning all these skills

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

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

41

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

#### 5.4 - Alumni Engagement

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

Mansa College of Education has an active Alumni Association. It meets annually and sometimes at the departmental level. The Alumni meets to strengthen the social network of old students so that they work in synergy for the betterment of college. The Alumni interaction with students helps the current students to understand the gap between the theory and the real life situation as well as they helps them understand what are the real traits required by the fresh candidates to qualify for best corporate houses. Alumni's of the College contributed both monetarily and non-monetarily throughout the years in development and advancement of the College. The association proposes to do the following activities :-Alumni give their recommendations for development and advancement of the college

- To empower and move the Alumni to give the college liberally and be useful in the placement of students.
- To elect Office Bearer (President, Vice-President, Secretary , Joint Secretary and members )of the Alumni Association every two years.
- To become a part of Administrative and academic development of the college.

Our Alumni Association, organizes different socio-cultural academic and welfare activities for the benefit of students as well as society.

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

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

3

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

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

Mansa Alumni Association, organizes different socio-cultural academic and welfare activities for the benefit of students as well as society. The Alumni interaction with students helps the current students to understand the gap between the theory and the real life situation as well as they helps them understand what are the real traits required by the fresh candidates to qualify for best corporate houses. Alumni give their recommendations for development and advancement of the college: To empower and move the Alumni to give the college liberally and be useful in the placement of students, To elect Office Bearer (President, Vice-President, Secretary, Joint Secretary and members) of the Alumni Association every two years, To become a part of Administrative and academic development of the college. The professed objectives are sensitization of the students to relevant issues of social importance and community wellbeing with a view to integration of the students with the larger society inside and outside the campus. Our alumni association members following activities in this year: extracurricular activities, Vaccination camp, health checkup camp, awareness program On the occasion of World Environment Day organise, "SANKALP PARV" (mission to plant a 100 Trees) partnership with SANKALP PARYAVARAN SANRAKSHAN SMITI" planted 100 trees along the road in village kurud near the college.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

Mansa College Of Education is one of the renowned educational institution. College has imparting high-quality education, training, innovation & continuing education. The Vision and

Mission of the College is encapsulated on the Signboard, Website(www.mansacollege.com) and Prospectus. Further, it is disseminated to staff, students, and stakeholders through the induction /introductory meeting and PTA meetings. The governance of the College is reflective of effective leadership and is in tune with the vision and mission of the Institution. The Director and Principal is the Head of the academic and administrative wings of the college. Dr. Smita Saxena as the Principal Executive and Academic Officer, steers the Institution in fulfillment of its vision, mission, and objectives leading the faculty and staff at all levels through developing yearly Strategic Plan and setting up Broad-Based Goals, responsibilities and review mechanism. Under the clear vision, strong leadership, and guidance of the Principal, college stood Second Position In Performance Index among all private colleges of Pt. Ravishankar Shukla University Raipur in the year 2012-13. Awarded with 3rd prize for Best Practices (NAAC Guidelines) by Hemchand Yadav Vishwavidyalay, Durg (C.G.) 2019-2020 Addressing Needs of Society Provide aesthetic environment. In the year 2022-23 Mansa College got 2nd prize in "College Efforts for Environment Conservation" Conservation of environment by Hemchand Yadav Vishwavidyalay, Durg (C.G.)

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

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

The decentralization system is administrated in the institution. These policies are implemented through participative administration. This reflects in the achievements of the institution as a whole -Best practices, Merit holder students, etc. which clearly shows teamwork .The Director & Principal is pre-eminent for the institution. In every academic session, clubs, committees/cells are formed, and meetings are held under the

chairmanship of the Principal. The primary authority is delegated to the convener of the committee for the accomplishment of the objectives. Decentralization and participative management is evitable in various activities and is evident right from the admission process to examination. Admission is given as per norms set by the Higher education and Universities ordinance for various courses. The participative management motivates the staff to give their best; this is evident from the fact that our admission has seen a jump from the previous accreditation (2003) to current year (2021-22). In the year 2022, IQAC organized two days NATIONAL SEMINAR ON PUNARJAGRAN : "Relevance Of Ancient Indian Consciousness Of Knowledge In Global Context" Sponsored by ICSSR. This is one of the best examples of participative and decentralization management. For the successful conduct of the Seminar, different committees were formed for the duties of faculty and the administrative staff. The Organizing Committee and the Principal entrusted responsibilities to the committees, and from time to time, follow-up was taken for smooth conduct of all activities.

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

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

Our Institution maintains complete transparency and accountability with regard to academic, financial, administrative and other functions. There is a full -fledged, robust well integrated system of internal process like Admission, Examination process, Internal Quality Assurance, Library Management etc. The Institute has a highly secured IT/ICT infrastructure for streamlining the information flow. Financial Transparency: College maintains complete transparency in its financial functions; the finance department is headed by the Principal who regularly checks the financial working and statements of the Institute. IQAC also visits the financial statements in the annual general meetings. Academic Transparency: With regard to academic matters, the IQAC is the highest decision making authority. It decides matters such as the functioning of the institute's academic programs. The body also advice syllabus revision, improvement in academic processes and



other important decision pertaining to academics on the recommendations of the Academic Council. Further it approves new value added and certificate programmes. Administration Transparency: The Institute maintains transparency in its administration by uploading the Minutes of IQAC meeting on the website, and circulate the minutes of the meeting with Heads of departments, students Council, Staff meetings. The institute's website provides access to disclosure documents like the Minutes of various meetings. There are committees both administrative and academic which ensures accountability and has adequate autonomy in decision making.

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

## 6.2 - Strategy Development and Deployment

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

The College has independent, distinct policies and objectives leading towards achieving the goals and mission. We will elaborate on two Strategies that we have deployed during these evaluative years for efficient and effective academic and administrative performance. 1. administrative performance : In order to achieve the goals the College has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The college maintains an IQAC . The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The various teacher-incharges are under the obligation of reporting the matter to the head. Particularly, the following activities fall under the preview of the issue in hand: a. Syllabus Coverage, b. Use of Audio Visual Aids., c. Students Attendance Record d. Internal Assessment, e. Organization of CCA, f. Use blended mode LabWork, g. Use of ICT and Educational Technology. The above aspects are handled by the concerned committees headed by the head of the college. Data collected are then forwarded to Director/Principal Manager. 2. Strategy for better Academic performance: College has planned to enhance e-content for better academic performance. The college has developed

its own YOU TUBE CHANNEL, FACEBOOK ,INSTAGRAM,TWITTER,LMS etc.Our faculty upload their video lectures which can help our students for better academic performance.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://www.mansacollege.com/">http://www.mansacollege.com/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The institute has a organised decision-making system. The institute is having an active Governing Body and Internal Quality Assurance Cell (IQAC). The Institute's organizational chart shows the Hierarchy (uploaded in Additional Information).Decisions made by Governing Body and IQAC are disseminated by the Principal to all the teaching and non-teaching staff members. Principal works withmain sections i.e. office administration, academics, training & placement, Extracurricular activities, and the auxiliary bodies. The auxiliary bodies work for alumni, antiragging,library, campus ministry,finance and grievance. Mansa Institution is run by Vasuki Memorial Sanchalan Samiti,Bhilai which is headed by the Chairman who also acts as the Chairman of Governing Body. The Governing Body is being constituted under provisions of statute 28 framed under Vishwavidyalaya Adhinium 1973. The Body comprises of representatives of the patron society, nominees of the Hemchand Yadav Vishwavidyalaya, Durgand teacher representatives.

The IQAC functions as a nodal agency for co-ordinating quality related activities, including adoption and dissemination of best practices ;

- Development and application of quality benchmarks for various academic and administrative activities, Organization of Seminars/Conferences on quality-related themes .
- Preparation of AQAR and other reports like AISHE, reports send to Directorate of Higher Education Govt. of Chhattisgarh Affiliating University (Hemchand Yadav Vishwavidyalaya, Durg).
- Documentation of all the activities of the college in a

systematic and well-defined manner.

File Description	Documents
Link to organogram on the institutional website	<a href="http://www.mansacollege.com/">http://www.mansacollege.com/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

4 College has constituted different committees for smooth functioning of college. Each committee is coordinated by faculties, staff and student's council members. Meetings of the committee and compliance reports are conducted and maintained. IQAC provides guidelines to all the committees about their roles and functions to be executed in a year.

- Governing Body
- I.Q.A.C. Committee
- Campus Ministry Committee
- College Council
- Admission Committee

- Academic Committee
- Anti-Ragging Committee
- Grievance Redressal Cell
- Women Redressal Cell (Vishakha Committee)
- Library Committee
- Student Council
- Alumni Committee
- Training & Placement Cell
- Guidance & Counselling Cell
- Sports Committee
- Parent Teacher Association
- Examination Cell

I.Q.A.C.

Day/Date of Meeting: - 24/03/2022

#### AGENDA

- To discuss about the placement activities by strengthening the corporate relations.
- To focus on improving teaching learning skills of the faculties.
- To review the status and audits on eco-friendly measures include steps to reduce consumption of electrical energy.

#### MINUTES

- Various training program such as "how to face the Interview and Aptitude test" lecture's series for spoken English to our B.Ed,B.P.Ed,M.Ed students are arranged. More than 80% of students are placed.
- Various faculty and staff development programmes such as FDP to be developed.
- The review and audits on status of eco- friendly measure are taken in campus in order to reduce consumption of electrical energy, wheel incandescent light bulbs and tube- lights are to be replaced by cost effective, high efficient LEDs.

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

### 6.3 - Faculty Empowerment Strategies

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

Institute undoubtedly considers that the teaching and non-teaching staff plays key role in the growth of the institution. The welfare facilities and services provided at the workplace become vital for continuous improvement in the work environment. The Facilities also motivates the employees to give their best. In also improves the overall morale of the employees. The institution provides various welfare measures for staff which are as follows:

- Provisions of Leave: Casual Leave, Maternity Leave, Study Leave granted to the teaching staff only on the permission of sanctioning authority and management, Medical Leave, Special leave and Duty leave is given for attending
- orientation programmes/refresher courses/workshop /Seminar/Conference, etc., Sabbatical Leave granted to teaching staff to undertake study or research or any other pursuit.
- Other Welfare Measure: The institute has a mandatory provision of EPF for all the employees and contributes the eligible amount to their respective EPF account.
- ESIC facility for the employee, Basic Medical Facility provide for the benefit of Employees,
- Subsidized Bus facility is given to the employees of the institute
- Subsidized canteen facility is available inside the college campus
- Loans are granted to the staffs to meet financial emergencies.
- Organising programmes for capacity building to inculcate professional skills and ethics.
- The achievement of staff is appreciated in the form of felicitations.

- Free education to the wards of staffs and fee concession for wards of staffs admitted in sister institute.

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

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

44

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

43

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

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

30

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

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

College adopts a well-organized mechanism of appraising faculty members at a different level. The Performance Appraisal System of teaching staff is under the rules of UGC & Higher education. At the ending of every year, all teachers fill a Comprehensive Self Assessment. Teachers maintain the records of teaching, examinations, college work, Research, and Project to calculate their API score. Based on the above a comprehensive evaluation is done annually. The non-teaching staff is appraised by their performance. The college has a Performance appraisal form being filled by the non teaching staff and is approved by their in charges. They are given counseling by their heads regarding their strength and weaknesses and it is expected that those shortcomings be eradicated by them in the coming sessions.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

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

Our Institute has a method for internal audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the college each year. Qualified Internal Auditors from external resources have been permanently appointed and a team of accounts section under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year.

Communication and Follow up of Audit Objections -

- As the Internal Auditor observes/detects a flaw while inspecting the records, they inform their objections /queries to the responsible person.
- After the internal audit, an auditor informs the final queries to the Principal.
- The auditor specifies comment on mistakes where necessary action is required to avoid the same mistake again in the future.



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

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The optimal mobilization and utilization of resources and funds are of paramount importance for the Institution as it accelerate the development and helps in promotion of academic excellence. College being the self-finance college the prime source of income is fees received from students. The college has a proper mechanism for mobilizing funds. Consistently Management separates a large portion of their budget for infrastructural development and maintenance. The large part of the fees of students goes to salary component however the college has been developing the infrastructure by way of adding rooms and laboratory in phased and planned manner in five year we have added sufficient number of teaching rooms, gallery in front of Account section, development of Garden, ICT enabled rooms and labs including greenrooms separately for boys and girls with toilet room attached. The extra

cost in the seminars, conference and workshop (if any) is borne by management. The maintenance cost of infrastructure is also substantial and is borne by the management. The other recurring costs like electricity, water, cleaning charge, wifi etc is borne on regular basis. The other cost include purchase of desk, benches, AC, coolers, equipments, almirah, fan, noticeboards etc. Hence the institution has strategies in place to have the best for mobilisation of funds and the optimal utilisation of resources

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

## 6.5 - Internal Quality Assurance System

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

**IQAC plays major role related to quality improvement amongst staff and students:**

- IQAC is involved in the formation and extensive implementation of academic calendar as per university norms. It is involved in organizing seminars/ workshop/ Guest lecture at various levels, involved in planning study tours, and field trips, encourage students to participate in various activities related with academics, sports and Cultural.
- Feedback from stakeholders also helps IQAC in understanding the area of concern which needs to be strengthened. This enable the college understand what improvements are required in the seven important criteria's and accordingly it is done. It helps in making the teaching and learning process effective, it has also helped in increasing more programs, it has enhanced the certificate programs.
- The cashless campus initiative has been introduced by the college this has increased the transparency in admission. Now the student can pay through Gpay, paytm, Phonpey and NEFT.
- College IQAC prepares, evaluates and recommends the following for approval by the relevant organization and

government statutory authorities; AQAR, Self Study Report of various accreditation bodies (NAAC, UGC,NIRF ,AISHE ,HEI, University, Local Administration ) ,Stakeholders feedback with action taken Report,Introduction of new programs.

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

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

The IQAC is considered as a mechanism to build and ensure a quality culture at the Institutional level. The College has the Internal Quality Assurance System with appropriate structure and processes, and with enough flexibility to meet diverse needs of the stakeholders. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed which is as per guidelines of Higher Education. All newly admitted students have to compulsorily attend the Induction Programme, in which they are made aware of the campus rules and the various facilities. To judge the proficiency the Students have to give a test with MCQs , they are categorized as slow and advance learners. The slow learners are given more attention while teaching. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before commences of class. Important announcements are made by the Principal and Faculties of various classes.Regularly conducted feedback and appropriate steps are taken to enhance the teaching learning process. Students are also free to approach the Director/Principal of the Institute for feedback and suggestions. Feedback is properly analyzed and shared with the Director/Principal,and individual faculty members. The teaching learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.The quality initiatives for improving the teaching-learning process is value-added courses for students and use of ICT in teaching and learning encouraged. Teacher also provide online examination portal for personal assessment.

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

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

71

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

**6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://www.mansacollege.com/admin/upload/18655_IQAC%20MINUTES%20OF%20MEETING%202021-22.pdf">http://www.mansacollege.com/admin/upload/18655_IQAC%20MINUTES%20OF%20MEETING%202021-22.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://www.mansacollege.com/">http://www.mansacollege.com/</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Gradual enhancements made during the preceding in the year 2021-22:**

- The college has signed MOU with EDIFY Externship Services Private Limited, UTransformation , SPICERORB .Orb Enterprises Inc, Tekack Consulting LLC, DIGITURG LLP, Pt. Deendayal Upadhyay Smriti Sansthan, Aashirwad Enterprises, Sanskarcity College of Education, Bhilai College of IT Jamul & Netaji Subhas College Abhanpur
- Renovation of classroom.
- Upgradation of computer Lab.
- Feedback system has been formalized and structured.
- The Educational & Physical Education Department Organized two days National Seminar on PUNARJAGRAN : "Relevance Of Ancient Indian Consciousness Of Knowledge In Global Context" Sponsored by ICSSR , a Faculty Development Program entitled

"Workshop on ICT Tools" , "Workshop on Synopsis Writing" , "Workshop on Academic Writing" And Workshop on " Technique And Skill In Sports" .

- Most of the faculty members have completed their research work leading to Ph.D. Degree.
- University approved 04 faculty members as research guides and most of the faculty members have remarkable contribution in research field.
- Organize 25 value added & 14 Self study courses which helps the students and faculties to acquire more knowledge in particular area of studies.
- E- content development.
- On the occasion of World Environment Day organise,"SANKALP PARV"(mission to plant a 100 Trees) partnership with SANKALP PARYAVARAN SANRAKSHAN SMITI" planted 100 trees along the road in village kurud near the college

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Continuous power supply is the burning problem of the country. there is demand for electricity from agriculturc, industrial and household sector.We have implemented energy conservation programmes as below : 1) Installation of Solar Panel. 2) Use of LED Bulb, tube in the college building. 3) The college currently use two 7.5 KVA generator as an alternative source to meet its power requirements 4) Eco Friendly construction of College Building. No need of light on the day time and minimal use of fans. Solar is one of the easy ways to cut down electricity costs at institutions.we have installed 50 kw ongrid Solar roof-top power plant. the surplus electricity generated through the ongrid solar plant is transferred to the state electricity board. In a way we are supplying the surplus electricity to state electricity board which helps in the promotion of environmental conservation through greeninitiative.hence the electricity bill of the college has

reduced to 80 percent approx.

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

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

Waste Management including : 1.Solid waste management: The Institute is very much concern over this issue. A number of positive steps in this direction in the recent past are taken; the institute prepared a couple of large compost pits in the premises to make manure from the garden waste. As an outcome of joint efforts by the students and staffs of the institution, these pits came to their existence.The institute had invited expert from the field to disseminate the knowledge to the students. This interaction helped all of us to understand the process of composting and natural biological process. 2.Liquid waste management:The college is having 4 soak pits and 2 water harvesting system to conserve the water. The carth water level is increased which helped to have water to Our college boar. It increases natural storage of water, and helps the college in getting water for various purposes.To reduce runoff volume and improve water quality by replicating the natural hydrology and water balance of the site with consideration of Rain water Management. 3.E-Waste:College produces less amount of e-waste as per the guidelines provided by the governing education society as well as by the Chhattisgarh Environment Conservation Board: the outdated, damaged, nonworking and repaired computers, monitors, printers, CDs etc. are discarded and scrapped.The old and obsolete electronic products like computers, printers, old electrical and electronic items are sold as scrap after destocking.

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

**7.1.3 - Institution waste management**

Three of the above

**practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

MansaCollege of Education is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. Italso improves hygiene levels and can help to reduce



the spread of sickness. Cleanness in Campus: 1. Provide door mats in each class. 2. Keep trash bins in each working station and class. 3. Start recycling practices in the college 4. Encourage students and teachers to keep things away immediately after use. 5. Organise cleaning day events like Swachh Bharat. 6. Clean the campus facilities frequently. 7. Hire a professional cleaning team. Sanitation: 1. Personal hygiene 2. Safe drinking water 3. Toilet/human excreta disposal 4. Disposal of waste water 5. Solid waste management 6. Environmental sanitation Green Cover: We are endorsing and enforcing measures to make the College a carbon negative campus using the following: 1. Beautiful green campus, 2. Waste water Harvesting, 3. Rainwater Harvesting, 4. Solar panel Pollution Free Healthy Environment

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

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

All of the above

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

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

22.04196

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

MansaCollege of Education is always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the seminars, webinars and programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized. India is a country of multi ethnic culture where people belonging to religious, racial, cultural and lingual identities live together harmoniously. So to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students.College tries to maintain harmony and try to create good will among students. Most of the students taking admissions in the college are local and belong to the nearby placesand other state. In major extension activities participation of faculties, students and non-teaching staff are commendable. Each and every students along with faculty members are fully involved in the national developmental activities, national festivals, awareness rallies and government and non-government campaigns. The flex board of environmental awareness, use of different resources, social harmony, unity and moral values are displayed on the college campus. College plays an effective role as a catalyts in the area to maintain peace and national integration.

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

<p><b>7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized</b></p>	<p><b>A. All of the above</b></p>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

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

### 1. "Ek Pustak Sajhaa Karen" | GIVING - "Share a BOOK"

#### Objectives :

- To induce the interest of the students in their study.
- Encouraging students to acquire knowledge related to subjects other than the curriculum.
- To develop intelligence acumen among the students.
- To induce moral development in students.

**The Practice**

- Based on their convenience student teacher and practice teacher use to contribute a book every year in the College Library as part of collection.
- Both and Teaching and Non-Teaching staff of Mansa College of Education also participate and contribute the books every year in the college Library as part of collection for this very initiative.
- All the collected books from various sources are consolidated and directed to the respective schools as part of the initiative to enhance the schools pool of books by our respective Practice Teacher and Students Teacher.

**2.SHODHMITRA****Objectives :**

- Enlightening the interest of students towards research and development work
- Refinement of authenticity in research work
- Intellectual development of students in various domain pertains to the subject matter
- Bringing quality to education

**The Practice :**

- Researchers are made aware of the ShodhMitra honour given by the college
- The criteria set for ShodhMitra honour are determined by the committee
- Best three researchers are shortlisted and awarded with the ShodhMitra honour every year for their best research
- As a mark of respect and a token of appreciation the best researcher were given a certificate of appreciation along with the memento by the head of institution.

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

**7.3 - Institutional Distinctiveness**

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

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

Mansa College of Education has become a one stop destination for physical education in the central part of India exclusively for Steel City' Bhilai' Chhattisgarh with its regularisation and offering of the course for Bachelors in Physical Education and various sports associations will now have a high-quality sports science, rehabilitation, and elite athlete training campus, along with other sporting facilities under one roof. The college aims to upgrade the status of Physical Education by offering graduate courses in form of Bachelors of Physical Education. They have a strong vision and provide excellent teaching-learning to their students. Renowned as one of the few colleges in C.G., focused and giving special attention to sports education and supporting better infrastructure which makes Mansa College UNIQUE and DISTINCTIVE with net pass out of more than 1100 student till today since 2003. Our faculty have a holistic approach towards teaching disciplinary courses in sports. Apart from physical strength, it builds discipline, confidence, team spirit, and accountability. Through our valuable and unique sports education initiative, the students of B.P.Ed courses have participated in many state and national level sports events and assured medals, accolades and laurels to the institution. With this in view, sporting events are a priority at Mansa College and the Institution has dedicated teams for various events which compete in inter-college, intra-college competitions, state and national level events as per the directive of the university.

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