



Yearly Status Report - 2016-2017

Part A

Data of the Institution

1. Name of the Institution	CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA
Name of the head of the Institution	Dr.Vijay Dattatray Javlekar
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	02225221439
Mobile no.	9987085731
Registered Email	principal@cssm.in
Alternate Email	cachakradeo@gmail.com
Address	R.C.Marg, Chembur Naka, Chembur-400071
City/Town	Chembur
State/UT	Maharashtra
Pincode	400071

2. Institutional Status																															
Affiliated / Constituent	Affiliated																														
Type of Institution	Co-education																														
Location	Urban																														
Financial Status	state																														
Name of the IQAC co-ordinator/Director	Mr. Chandrashekher Ashok Chakradeo																														
Phone no/Alternate Phone no.	02225221439																														
Mobile no.	9987085731																														
Registered Email	principal@cssm.in																														
Alternate Email	cachakradeo@gmail.com																														
3. Website Address																															
Web-link of the AQAR: (Previous Academic Year)	https://media.cssm.in/2023/07/AOAR-2015-16-2.pdf																														
4. Whether Academic Calendar prepared during the year	Yes																														
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.cssm.in/wp-content/uploads/2023/10/Academic-Calenedr-2016-17.pdf																														
5. Accrediation Details																															
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>A</td> <td>3.20</td> <td>2011</td> <td>08-Jan-2011</td> <td>07-Jan-2016</td> </tr> <tr> <td>3</td> <td>A</td> <td>3.35</td> <td>2017</td> <td>23-Jan-2017</td> <td>22-Jan-2022</td> </tr> <tr> <td>1</td> <td>A</td> <td>90-95</td> <td>2004</td> <td>03-May-2004</td> <td>02-May-2009</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	2	A	3.20	2011	08-Jan-2011	07-Jan-2016	3	A	3.35	2017	23-Jan-2017	22-Jan-2022	1	A	90-95	2004	03-May-2004	02-May-2009
Cycle	Grade	CGPA	Year of Accrediation	Validity																											
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3	A	3.35	2017	23-Jan-2017	22-Jan-2022																										
1	A	90-95	2004	03-May-2004	02-May-2009																										
6. Date of Establishment of IQAC	01-Aug-2004																														
7. Internal Quality Assurance System																															
Quality initiatives by IQAC during the year for promoting quality culture																															

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Workshop in collaboration with Center for Cultural & Resource Center for Tribal teachers in India	27-Jan-2016 7	75
State level seminar on Marathi Schools present & future perspectives	05-Mar-2016 1	76
Workshop on 'Drama & Arts in Education'	05-Apr-2016 1	76
A training programme on MOODLE & movie maker in collaboration with Department of Educational Technology , SNTD University	26-Apr-2016 2	16
Tree plantation at in collaboration with Hariyali	01-Jul-2016 1	76

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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
State Government	Salary	Government of Maharashtra	2016 365	14652990

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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :

4

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

No

Upload the minutes of meeting and action taken report

No Files Uploaded !!!

11. Whether IQAC received funding from any of the funding agency to support its activities

No

during the year?

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

Certificate course in Functional English, CCRT Workshop on introducing cultural inputs in Curriculum

Celebration of Marathi Bhasha Diwas, Visit to Bombay Stock Exchange

Introduction of Rubric Technique,

Plantation of tree & Community work in Rural area

Celebration of International Yoga Day, Workshop on Arts & Crafts

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Infrastructural Development	The college has made renovation in existing Infrastructure. Curriculum laboratory, Arts & Craft room has been created.
Celebration of International Yoga Day	International Yoga Day was celebrated on
Tree Plantation	Tree Plantation Programme was conducted
Visit to various places in Mumbai for giving Hands on Experience	Bombay Stock Exchange disseminated the information about various aspects of Bombay Stock Exchange
Visit to Special School	Visit to Rochiram T Thadani School for Hearing Handicapped.
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14. Whether AQAR was placed before statutory body ?

No

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2017

Date of Submission	09-Jan-2017
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	<p>The institution has MIS in place. The main function of MIS is to collect data related to academic and administrative aspects, to create and maintain data base of students. The data is collected from circulars of University, UGC, NCTE, Government from time to time. The information is uploaded on MIS system of Government of India.</p> <p>1. Data Collection: The MIS collects data from various sources, including circulars from the University, UGC (University Grants Commission), NCTE (National Council for Teacher Education), and government agencies.</p> <p>2. Database Management: The MIS creates and maintains a database of students and possibly other relevant information.</p> <p>3. Government Compliance: The MIS likely helps in tracking and managing the data required for compliance with government regulations.</p> <p>4. Information Upload: The institution uploads the collected data and information to the MIS of various authorities.</p> <p>5. Reporting and Analysis: The collected data is analysed for increasing administrative efficiency. The above module helps in increasing overall efficiency of the institution.</p>

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

A well-planned curriculum delivery and documentation mechanism necessitates the high quality education. It helps to ensure that the curriculum is aligned with the institution's goals and objectives. Curriculum planning: - Curriculum delivery begins with effective planning. The educational goals, objectives and learning outcomes are given the priority for curriculum planning. The academic year begins with the well planned academic calendar. The theory & practicum including the internship programme, co-curricular activities, various days and event celebration etc. are well reflected in the academic calendar. Curriculum Delivery: - We have well qualified teachers that play a significant role in curriculum delivery. The B.Ed. course has become 2 Year course since 2015. Our faculties are the member of syllabus framing committees of various B.Ed. courses. All the faculties attended the orientation programmes for the curriculum implementation which helped them in effective transaction of the curriculum. Curriculum Documentation: - The teacher maintains documents such as

lecture hand outs, teaching learning activities, learning resources etc. All the faculties conduct the lectures in well prepared manner. Various methods are used by the faculties to make their teaching learning learner centred.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Certificate Course in Functional English	Nil	01/07/2016	180	Employability	Enhancing English Proficiency

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	NA	Nil
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	All the subjects in B.Ed. have CBCS	15/06/2016

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	35	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Nil	Nil	0
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Pedagogy in School Subjects	76
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes

Parents	No
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1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

Analysing and utilizing feedback from students, teachers, stakeholders, and alumni is crucial for the overall development of our institution. A comprehensive approach is followed to collect, analyse it for institutional improvement. We follow the following strategies for feedback analysis. 1.The multichannel approach is used to gather the feedback from various stakeholders that include structured survey face to face formal infromal interaction. 2.Data Aggregation and Organization: The collected data ensures proper organization. 3.Qualitative- Quantitative analysis:- The qualitative-Quantitative analysis of the data is done. 4. Action Planning: - The qualitative quantitate analysis is used for further action planning. The feedback is taken by the various stake holders such as Students, Teachers teaching particular course for the B.Ed. alumni , employers including the Head of various school. The feedback is analysed and it is discussed in the IQAC meetings. The open discussion and brain storming is encouraged to overcome the lacunae pointed out by the various stake holders. An appropriate measures are taken to minimize it facilitate the overall development of the Institution. By following these steps and maintaining an open, transparent, and responsive approach to feedback, institutions can enhance their educational quality, reputation, and overall effectiveness.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education Pedagogy in various School Subjects	100	100	76
View Uploaded File				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2016	76	0	16	0	0

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used

16	16	8	5	2	12
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

A student mentoring system pairs students with teachers who provide them with guidance and support. Mentoring system is formal as well as informal. Mentee i.e. student teachers are benefited in the following ways. Personal Development: - It goes beyond academics where the student teachers learn many skills such as communication, leadership, resilience etc. Academic Support: - The mentors help the mentee in improving their academic performance, gaining more confidence in their practice teaching, examination preparation various other aspects related to teaching learning process. Personal Support: - Personal support includes guidance for solving their personal issues problems. Personal support also includes emotional support. Procedure for mentor-mentee group:- The student mentoring system is available in the institution. The students are divided into groups. Each group is assigned a mentor. The students discuss their personal, educational problems with the mentor. The mentor provides educational, personal guidance counselling to the students in their group.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
76	16	1:5

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
17	16	1	0	3

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2017	Nil	Nil	Nil
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	4E00144	2016-17	30/04/2017	01/07/2017
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The institute is affiliated to Mumbai University and follows the examination pattern of the university. Mumbai University guidelines are strictly adhered to with respect to evaluation process. There are two assignments in each subject. In the entire subjects essay test, class test, content test are conducted. The schedule of internal assessments is communicated with students and faculty well in advance through institute academic calendar which is prepared based on the academic calendar. The evaluation for theory courses are assessed by University

exam of 60 marks and internal assessment of 40 marks. The Continuous Internal Evaluation (CIE) in B.Ed. programme is done during Internship, in ability courses, Action Research, writing Reflective journal and making of Learning resources in pedagogical subject opted by the learner. The following initiatives are implemented for Continuous Internal Evaluation (CIE) system. 1. Use of technology to facilitate assessment and feedback:- The technology facilitates the assessment process. 2. Provision of opportunities for students to improve their grades through remedial measures:- The students are given opportunities for the improvement in their scores. 3. Regular feedback to students on their performance: - The regular feedback is given to the learner to know their strengths weakness.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Institution prepares a calendar as per the schedule prescribed by the affiliating university for implementation of curriculum. As per university rules and regulations academic activities are conducted in college throughout the year. At the beginning of session institution prepares an academic calendar to organize the curricular and extracurricular activities in the institution. In academic calendar institute adheres to available working days, short and long holidays, national public holidays, admission process, semester wise teaching plans, tentative university examination days of semester, internship programme, allocation of internal assessment work i.e., project, assignments, classtest, essay test, library work, celebration of important days and festivals are planned month wise and implement on it. As per academic calendar institution participates in the extracurricular activities like inter collegiate competitions, community work, industrial visit etc. Besides this institute arrange many curricular and co-curricular activities as per the guidelines suggested by the stat Government of Maharashtra time to time. Thus institute strictly adherers to Conduct of Examination other related matters. Adherence to academic calendar:- The following steps are used to adhere to academic calendar. 1. Initial Planning 2. Approval 3. Communication 4. Enforcement 5. Continuous monitoring 6. Flexibility Feedback Thus the academic calendar ensures smooth functioning of our institutes to conduct of examinations and related matters.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://media.cssm.in/2023/08/Learning-objectives.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
4E00144	BEd	Education Pedagogy in various School Subjects	76	76	100
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the

questionnaire) (results and details be provided as weblink)

<https://media.cssm.in/2023/08/sss-on-Teaching-Learning-Process-16-17.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Total	0	0	0	0
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Nil	Nil	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	Nil	Nil
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nil
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
EDUCATION	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	EDUCATION	2	0
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	2
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
0	0	0	Nil	0	0	0
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	Nil	0	0	0
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	1	2	0	2
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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Population Education Club (PEC)	DEPARTMENT OF LIFE LONG LEARNING AND EXTENSION UNIVERSITY OF MUMBAI	2	29
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
UDAAN Festival 2016-17	BEST SKIT presentation Award	DEPARTMENT OF LIFE LONG LEARNING AND EXTENSION , UNIVERSITY OF MUMBAI	15
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
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POPULATION EDUCATION CLUB	DEPARTMENT OF LIFE LONG LEARNING AND EXTENSION	POPULATION EDUCATION CLUB COLLEGE LEVEL AND COMMUNITY LEVEL ACTIVITY	2	30
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NIL	NIL	NIL	0
View File			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	Nil	Nil	NIL
View File					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nil	NIL	0
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
1710000	1535676

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Class rooms	Existing
Campus Area	Existing
Laboratories	Existing
Others	Existing
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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
SOUL 2.0	Partially	2.0	2014

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
	Text Books	203	19184	0	0	203
Reference Books	55	15920	0	0	55	15920
Journals	5	12110	0	0	5	12110
Others (specify)	10	1500	0	0	10	1500
Digital Database	1	5700	0	0	1	5700

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Nil	Nil	Nil	Nil

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	41	25	0	0	0	5	6	0	0
Added	0	0	0	0	0	0	0	0	0
Total	41	25	0	0	0	5	6	0	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Chembur Sarvankash Shikshanshastra Mahavidyalaya	https://www.cssm.in/

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
453720	298270	1506508	1153707.3

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The physical infrastructure maintenance is done by Chembur Education Society. The AMC is given to S.T. Enterprises for maintenance and cleanliness work of the entire campus. The classroom cleanliness is maintained on everyday basis by the support staffs of the institution. The security contract is given to Action Security Services. The library committee, sport committee plays a crucial role in determining the policies regarding the library services and sports activities. The computer lab maintenance is done on regular basis. The academic facilities such as language lab, curriculum lab, pedagogical learning resources etc. is being taken care of by the teacher in-charge. The regular pest control is done through the AMC given to Om Sai Pest control Services. The intercom maintenance is done by the AMC by Maxima System. The coloring, plumbing and other works are done as per requirement. The institution has the policy of optimum utilization of all the physical infrastructure including laboratory, library, sports, computers, classroom etc. The policies for maintaining and utilizing physical, academic, and support facilities are as follows:

- 1.Maintenance: Maintenance of infrastructure, equipment, and other facilities is either carried out at the institutional level or on an AMC basis.
- 2.Utilization: The utilization of common facilities like Seminar Hall, Conference rooms, and Auditorium is allotted for the programs of the college by the Registrar of the college based on availability The institution ensures the effective maintenance and utilization of existing infrastructure facilities.

<https://www.cssm.in/>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nil	0	0
Financial Support from Other Sources			
a) National	Social Justice and Sp.Assisst,Tribal Dev Dt.,VJNT,OBC and SBC Wel. Dept.---Govt of India Post-Matric, Tuition and Exam fee and DHE-Ragarshi Chat.Shahu Mj Shi Shu Shish Schemed	15	84731
b)International	NA	0	0

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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Certificate Course for Functional English	04/07/2016	143	University of Mumbai
Diploma Course in Functional English	04/07/2016	42	University of Mumbai
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2016	NIL	0	0	0	0
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NIL	0	0	00	0	0
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2017	0	NIL	NIL	NIL	NIL
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg: NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	0
SET	0

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Cultural Activities- Independence Day, Teachers Day, Makar Sankranti, Mahatma Gandhi Jayanti, Marathi Bhasha Diwas, Republic Day	In house --At College Level	104
Sports Activities- Athletics-100 and 200 meters, Tug of war, Badminton, Chess and Carrom	In house celebration at College Level	104
Vedh Mahotsav-Rangoli Competition, Cooking Competition, Hairstyle Competition, Fashion Show	Inhouse celebration at College Level	104

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2017	NIL	National	Nil	Nil	00	NA
2017	NIL	Internat ional	Nil	Nil	00	NA

[View File](#)

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

About Student Council The Student council represents the students of the college. Students contest elections to become members of the council. The members are duly elected in the Student Council Elections for tenure of two years in accordance with the norms. Campaigning for elections and reaching out to the other student teachers helps them become better at public speaking and networking. It also helps the take on leadership roles, employ their critical thinking and problem solving skills and encourage them to play an impactful role in the well being of the organization and the community. Student teachers are elected for various posts like: The General Secretary, Assistant Secretary, technical in-charge, discipline in-charge, media in-charge, cultural events in-charge, literary in-charge and internal affairs in-charge. The elected members are supported by teacher facilitators. Objectives:

- To have a link between the faculty and students.
- To make students responsible, accountable and participate in the development of the institute as well as into the process to develop their own personality, organisational skills and career through interactive programs.
- To make students responsible, accountable and participate in the development of the institute as well as into the process to develop their own personality, organisational skills and career through interactive
- To inculcate democratic values, fostering qualities of leadership.
- To develop respect for the constitution and constitutional

authorities and making them active partners in the smooth functioning of the college. • To represent student's interest and to organise student oriented activities and programmes • To promote campus unity and quality in student life by providing entertaining activities and various opportunities for campus involvements. Activities: The student council organizes several co-curricular and extra-curricular activities throughout the academic year for all the students to participate based on their interest and inclination. Some of them are as follows: • Celebration of important days:-Celebration of International and National level Programme • Cultural celebrations:- Diwali, Navratri, Cultural day,etc • Competitions:- Rangoli, Best out of waste, Mehendi,etc • Vedh Celebration • Coordinating intercollegiate events. • Talent hunt, etc • Annual Sports • Annual Prize Distribution • Convocation In addition to planning these activities, the student council is also the voice of the other student teachers. They help share student's ideas, interests and concerns with the faculty members, The students select their representatives through secret Ballot System. The elected representative play different roles and carry out various activities /Programmes as per their portfolios to ensure smooth working of the organization. The portfolios of the Student Council as per the Mumbai University norms are as follows-- 1) General Secretary-Skanda 2) Class Representative-Elenco Fernandes 3) Sports In charge-Bano Justus 4) Cultural Incharge-Nikita Kulkarni 5) Discipline Incharge-Farheen Khan 6) Grievance Incharge-Sumita Das

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

NIL

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The institution has implemented practices of decentralization and participative management during the last year. These practices have fostered a culture of participation and shared responsibility, enhancing the efficiency and effectiveness of the institution's operations. Governing Body and College Committee: The institution has a governing body that meets every month. Major decisions and issues are discussed and addressed in these meetings. The institution also has a college committee represented by teaching and non-teaching faculties. This committee discusses and addresses various academic and administrative aspects. This practice ensures that all stakeholders have a voice in the decision-making process, promoting a culture of participation and shared responsibility. Decentralization through Committees: The institution has decentralized various activities through the establishment of academic and administrative committees. The academic committees include the Library, Practice Teaching, Examination, Internal Assessment, Workshop/Seminar,

Research, and Recruitment committees. The administrative unit comprises the Head clerk, Senior Clerk, and Junior clerk. Major decisions are taken in meetings with the participation and mutual consent of all stakeholders. This decentralization of responsibilities ensures efficient management and allows for greater involvement of all members of the institution in its functioning.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	<p>1. The faculties are sent for attending various refresher, faculty development programme. The teachers implement the knowledge gained in these programmes in their teaching. 2. The faculties implement innovative teaching strategies to make their teaching learning process student centered. 3. All the examinations are conducted in an appropriate environment. 4. The faculties are encouraged to attend research-based activities like workshops, seminars etc. They are encouraged to undertake research projects. 5. The institution is continuously striving to update the library, ICT lab. 6. The institution treats all the humans as resources and provide them conducive environment for their progress. 7. The institution organizes industrial visit for hands on experience. 8. The students are given counselling before and during admission process.</p>

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Finance and Accounts	<p>1. The electronic mode is used along with the traditional mode for the administration. 2. All the finance and accounts are managed and maintained through latest tally package and MS office software. 3. The admission is done through online CET examination. The students are admitted through electronically generated merit list. 4. The question papers are sent through electronic mode. The assessment of the papers is done electronically through on-screen assessment.</p>

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nil	Nil	Nil	Nil	0
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2016	Nil	NIL	Nil	Nil	Nil	Nil
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Orientation Programme organised by HRDC Goa University	1	05/01/2017	01/02/2017	28
Short Term Programme on 'Gender Sensitization' organised by UGC-HRDC, Univ. of Hyderabad	2	09/10/2017	14/10/2017	6
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Timely salaries and other dues to teachers. Internet WIFI facilities to teachers. Timely promotion through CAS.	Advance payment to Non Teaching Staff in case of emergency.	The students are given the scholarship and free ship as per the Government Guidelines. Fee Payment in Installments for needy students.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The internal audit is done regularly every year by the institution. The internal audit is done by the treasurer of the Governing body of the Chembur Education Society. The external audit is done by Joint Director Higher Education, Senior Auditor and AG, Government of Maharashtra.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NIL	0	NA
View File		

6.4.3 – Total corpus fund generated

00

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	University	Yes	IQAC
Administrative	Yes	Joint Director	Yes	LMC

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1.The meetings are conducted with Parents to discuss various issues regarding students academic and personal problems. 2. The parents were invited to participate in curricular activities and industrial visits. 3. The parents are asked to give their valuable suggestions for betterment of the Institution.

6.5.3 – Development programmes for support staff (at least three)

1. The support staff are promoted to higher category based on the rules and guidelines. 2. The support staff is assisted in acquiring housing loans from various banks. 3. Two sets of Uniform cloths are provided to support staf

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. The Language Lab is updated with 25 machines. 2. The Faculties are encouraged to undertake Ph.D. course. 3. Infrastructural changes are made as per new NCTE norms.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
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2016	Workshop in collaboration with Center for Cultural Resource Center for Tribal teachers in India	19/01/2016	27/01/2016	02/02/2016	75
2016	State level seminar on Marathi Schools present future perspectives	10/02/2016	05/03/2016	05/03/2016	76
2016	Workshop on Drama Arts in Education	24/02/2016	05/04/2016	05/04/2016	76
2016	A training programme on MOODLE movie maker in collaboration with Department of Educational Technology, SNT University	02/04/2016	26/04/2016	27/04/2016	16
2017	Tree plantation at in collaboration with Hariyali	02/04/2016	01/07/2016	01/07/2016	76

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Gender Analysis of Textbook is done by student Teachers	01/07/2017	30/11/2017	61	15

Critical Analysis of Depiction of women in Media by student teachers	01/07/2017	30/11/2017	61	15
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7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
<p>Environmental consciousness is the awareness and understanding of the natural environment, including its importance for human survival and well-being, and the interconnectedness of all living things. Environmental education as a subject in the B.Ed. course plays a vital role in developing environmental consciousness among future teachers. Teachers play a critical role in shaping the minds of the next generation, and by teaching them about the environment and its importance, they can help to create a more environmentally conscious society. Environmental education as a subject in the B.Ed. course develops environmental consciousness among future teachers in the following ways. 1. It helps teachers to understand the scientific principles that underpin environmental issues, such as climate change, pollution, and biodiversity loss. 2. It helps teachers to develop the skills and knowledge needed to teach about the environment in a meaningful and engaging way. 3. It helps teachers to develop a sense of environmental stewardship and commitment to protecting the planet. Alternate Energy initiatives:- Solar panels installed in an institution serves as an excellent alternative energy source. Solar panel helps to educate students about renewable energy and sustainability. When students see solar panels installed on their college campus, it sends a message that the institution is committed to protecting the environment.</p>

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Provision for lift	Yes	0
Rest Rooms	Yes	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2016	0	0	Nil	00	00	Nil	0
2017	0	0	Nil	00	00	Nil	0
View File							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of Conduct for Students, Administrative Staff, Teachers, and Interns	01/07/2017	1. Student Code of Conduct Students are expected to adhere to a code of conduct that

promotes a positive and productive learning environment. 2. Administrative Staff Code of Conduct Administrative staff is expected to adhere to a code of conduct that ensures the efficient and effective operation of the institution. 3. Teacher Code of Conduct Teachers are expected to adhere to a code of conduct that promotes a positive and productive learning environment for all students. 4. Code of conduct during Internship: All the student teachers are expected to adhere to Code of conduct during Internship. The code of Conduct is published on the institutional Website. <https://www.cssm.in/admission/code-of-conduct/>

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Introducing Cultural inputs in Curriculum	27/01/2017	02/02/2017	76
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. The students are sensitized about the role of an individual in protecting the Environment through the subject like Environmental Education.
2. The use of thermacol is banned in the institution.
3. Plantation is done in the institution in available space.
4. The students and faculties are encouraged to use the recycled material and avoid the plastic bags.
5. The dry and wet wastage is segregated in the institution.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. Title of the practice: 'Looking Inward' The context that required the institution of the practice:- There are no two opinions about the fact that understanding oneself is an important aspect of learning. Knowing yourself is about knowing what makes you come alive. It means identifying what matters to you, your strengths and weaknesses, your behaviours, tendencies, and thought patterns. Once you know yourself, you can walk through the world with more

confidence and care less about what people think, you can overcome your flaws by working on them. If you know yourself, you will be able to understand your own learning style, your goals, and be able to choose your career path, know your hobbies etc. understanding one's own strengths and weaknesses is a first step to realise your own potential. Education aims at making oneself independent thinkers, individuals who are able to take decisions and be responsible for them. In doing this, one actually should be reflecting, one should be able to know oneself and understand what we want in life. When we actually look around us, we realise that education has somewhere lost the track and we are not educating individuals but we are providing them with a lot of information about various disciplines subjects. This needs to change and hence the practice. Objectives of the practice:- 1. To develop holistic and integrated understanding about one's own self. 2. To inculcate the habit of reflective thinking. 3. To manage conflict effectively. 4. To connect the theoretical learning to practice. The practice:- Education today is only information focused. In the era of competition developing your inner strengths, potentials is totally neglected. Keeping this in mind, the institution worked out on certain areas that will help the students to understand their own self. Looking within, knowing your own self, training ourselves to think critically and take appropriate decisions occupied the series of activities planned. We conducted a series of activities for the student- teachers that would challenge them, train them to reflect, and equip them to handle conflicts if any. Obstacles faced if any and strategies adopted to overcome them:- As this was a completely in house activity, there were no obstacles as such. The only problem was to find the time in the busy already heavily packed time table for this additional work, however, it was easy to overcome them as the students themselves started enjoying the activities and voluntarily waited beyond the time table to participate in the activities planned. Impact of the practice:- A series of presentations, workshops, discussions activities etc. were organised on the understanding the self, conflict resolution, reflective practices etc. The student's feedback shows that these programmes promoted their self-reflection and conflict handling skills. They reported that they: ? were able to take better decisions when faced with problems at practice teaching schools. ? felt more confident. ? could overcome self-doubt. ? learned to express themselves better. ? could make better choices. ? could bond better. ? live purposefully. ? understood self-worth. Resources required:- No outside resources physical or human were required. In house faculty voluntarily conducted the entire series of activities. 2. Title of the practice: "A step towards integrated society" The context that required the institution of the practice:- At the time of admissions, we came across many students who reported that they were confused when they filled the admission form asking them to tick the B. Ed course they want to do i.e. General or Special. Special B. Ed program trains teachers to teach in special schools where children with special needs go. Getting trained as a special educator and a general educator is totally different and demands different skill set too. However, the word special in the layman's vocabulary has a different meaning, and hence the confusion. This however initiated the thought process and we decided to work on giving proper clarity to our students about inclusive education. There are millions of children who are not able to get education because of their gender, social status, or their disability. This is harmful to the society as a whole. Inclusive education is important because it ensures access, same opportunities to all the children. It helps to break down the barriers and promotes equality. Objectives of the practice:- 1. To bridge the gap between the curriculum and real life. 2. To get first-hand experience about inclusion by actually visiting a special school. 3. To sensitize the student teachers about the issues faced by special students and special schools in general. 4. To understand the curriculum and assessment adaptations for inclusive classrooms. The practice:- Field visit to a special school was organised by the institution. School for

special students was identified, talks initiated and a proper field visit was taken around every classroom and special laboratories in the school. Every section oriented the students about the role they have. Seeing the Laboratory to check the severity of hearing impairment, the sections where the students learn to make saleable products, crafts, sewing etc. was an eye opening experience. Student -teachers were given an opportunity to interact with the special students too. Obstacles faced if any and strategies adopted to overcome them.:-Nil Impact of the practice:- In order to get first-hand information about diversity, and inclusion the visit is organised to special school for hearing handicapped. The student teachers got to see that inclusive education is about creating a learning environment that is welcoming and supportive. They learned that the curriculum is relevant to the needs of all the students and teaching staff is properly trained. They also learned that Children with disabilities have shown to learn better when they were integrated with the mainstream classroom. These visits helped the learner to understand curriculum and assessment adaptations for inclusive classrooms. Resources required:- The only resource required was the special school and we identified one in the locality. Other than that no resources were required. Student teachers and the faculty made to the venue on their own.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://www.cssm.in/wp-content/uploads/2023/10/Best-Practices-16-17.pdf>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The vision of the institution is "A soul should enlighten another soul. A teacher is a Life Long Learner. It speaks to the power of education to transform lives and to the importance of teachers in that process. The fact that the institution has a student community from middle and lower socioeconomic status of the society is significant, as it means that the institution is committed to providing access to quality education for all students, regardless of their background. The institutions focus on maximizing exposure for students through various curricular and co-curricular activities is also commendable. This exposure helps students to develop their skills and talents, to learn about different cultures and perspectives, and to grow as individuals. The workshops on enhancing self-esteem, understanding self, and self-awareness are particularly important for students from middle and lower socioeconomic status backgrounds. These workshops can help students to develop a positive sense of self and to recognize their own potential. The institutions motivation of students, teachers, and support staff to undertake various courses that make them lifelong learners is also commendable. Lifelong learning is essential for success in today's rapidly changing world. By encouraging lifelong learning, the institution is helping its students, teachers, and support staff to reach their full potential. The activities organized in the institution that sensitize student-teachers on various national and international issues are also important. By learning about these issues, student-teachers can develop a better understanding of the world around them and the role that they can play as change agents in the future. Here are some specific examples of activities that the institution could organize to support its vision:-

- Curricular activities: The institution organizes a variety of curricular activities that expose students to different cultures and perspectives.
- Co-curricular activities: The institution organizes a variety of co-curricular activities that help students to develop their skills and talents
- Workshops: The institution organizes workshops on a variety of topics, such as enhancing self-esteem, understanding self, self-awareness, and lifelong

learning. •Seminars and lectures: The institution organizes seminars and lectures on various national and international issues. •Community service projects: The institution organizes community service projects that allow students to give back to their community and learn about the challenges facing people from different backgrounds. By organizing these and other activities, the institution helps its students, teachers, and support staff to achieve its vision of 'A soul should enlighten another soul. A teacher is a Life Long Learner.'

Provide the weblink of the institution

<https://www.cssm.in/>

8.Future Plans of Actions for Next Academic Year

The following are the future plan of actions (PoA) for next academic year. 1. Increase the number of students in both the mediums of the college. Strategy: - The institution will Conduct outreach programs in nearby schools and colleges to introduce the college to potential students and their parents. Further programmes will be organized to promote the colleges academic achievements and extracurricular activities through social media and other channels. 2. To organize the Life Skill Training Programme for the students. Strategy:- A list of life skills that are essential for students success in academics and beyond will be identified. A comprehensive life skills training programs/ workshops that covers these skills will be organized. 3. To impart the training on developing Leadership qualities among teachers. Strategy:- The institution will develop a training program on developing leadership qualities. The training program should cover topics such as: Vision and goal setting, Team building, Communication and presentation skills, Conflict resolution, Problem solving etc. 4. To encourage the faculties for completing the Ph.D. and undertake major/minor research. Strategy: - The institution will foster a research culture by providing faculty members with access to research resources and facilities. The institution will strengthen research center to support faculty research.