AQAR Review Message

1 message

Admin-Naac <noreply.onlineassessment@gmail.com>   26 November 2023 at 20:30
To: CHEMBURSARVANKASHSHIKSHANSHASTRAMAHAVIDYALAYA <principal@cssm.in>
Cc: onlineassessment@naac.gov.in

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

Dear User,
Institution name : CHEMBURSARVANKASHSHIKSHANSHAST RAMAHAVIDYALAYA

Your AQAR of the year (2017-2018) has been approved successfully.

THIS IS AN AUTO GENERATED MAIL, PLEASE DO NOT REPLY TO THIS MAIL.

Principal
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
R.C. Marg, Chembur, Mumbai - 400 071.

Yearly Status Report - 2017-2018

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)	http://www.cssm.in/wp-content/uploads/2023/11/AQAR-Report-2016-17.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-Calender-2017-18.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	A	90-95	2004	03-May-2004	02-May-2009
2	A	3.20	2011	08-Jan-2011	07-Jan-2016
3	A	3.35	2017	23-Jan-2017	22-Jan-2022

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 on Anger Management by C.A.Chakradeo	25-Apr-2018 1	76
Workshop on Development of Leadership Qualities by Smt. Sangeeta Gole	10-Apr-2018 1	76
Workshop on Life Skills by Dr. Gauri Hardikar	09-Apr-2018 1	76
Workshop on 'Bach Flower Therapy by Mr. Virendra Sonasariya	24-Mar-2018 1	76
Workshop on Rational Emotive Therapy by Mr. C.A.Chakradeo	12-Mar-2018 1	76
Workshop on Transaction Analysis by Seema Shende	05-Mar-2018 1	76
Workshop on Music for Health & Happiness by Smt. Rajashree Mukharjee	10-Feb-2018 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	2018 365	17460197
[View Uploaded File](#)				

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 :	**7**
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 during the year?	No

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

Workshop on Development of Leadership Qualities by Smt. Sangeeta Gole

Workshop on Music for Health Happiness by Smt. Rajashree Mukharjee

Workshop on Transaction Analysis by Seema Shende

Workshop on 'Bach Flower Therapy' by Virendra Sonasariya

Workshop on 'Life Skills' Dr. Gauri Hardikar

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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
Workshop on Development of Leadership Qualities by Smt. Sangeeta Gole	Participants learned about the role of teacher in classroom and different leadership styles.
Workshop on 'Life Skills' Dr. Gauri Hardikar	B.Ed. students learned about the importance of Self Awareness, Goal Setting, SWOT Analysis
Workshop on 'Bach Flower Therapy' by Virendra Sonasariya	Participants Understood remedial value of Bach Flower therapy
Workshop on Transaction Analysis by Seema Shende	Learners understood importance of T.A. for smooth communication
Workshop on Music for Health Happiness by Smt. Rajashree Mukharjee	Participants enlightened by the live musical performance by the resource person and understood benefits of Music for Happiness.
Workshop on Anger Management by C.A.Chakradeo	B.Ed. students understood different types of anger and anger management strategies.
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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	**2018**
Date of Submission	**22-Feb-2018**
17. Does the Institution have Management Information System ?	**Yes**
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**The institution has MIS in place. The main function of this cell 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. 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. 2. Database Management: The MIS creates and maintains a database of students and possibly other relevant information. 3. Government Compliance: The MIS likely helps in tracking and managing the data required for compliance with government regulations. 4.Information Upload: The institution uploads the collected data and information to the MIS of various authorities. 5.Reporting and Analysis: The collected data is analysed for increasing administrative efficiency. The above module helps in increasing overall efficiency of the institution.**

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 begin 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/entreprene urship	Skill Development
Certificate Course in Functional English	NIL	01/07/2017	180	Employabil ity	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
BEd	Nil	Nill
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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	Pedagogy of different School Subjects Electice courses	01/06/2017

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

	Certificate	Diploma Course
Number of Students	0	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	Nill	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	28
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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	Yes

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 informal 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	28

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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
2017	28	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)

The student mentoring system is available in the institution. The students are divided into groups. Each group is assigned a mentor. The students discusses their personal, educational problems with the mentor. The mentor provide educational, personal guidance counselling to the students in their group. 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.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
28	16	1:2

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	4

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
2018	NIL	Nill	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	2017-18	02/05/2018	02/07/2018
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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 extra-curricular 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, class test, 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 Government of Maharashtra time to time. Thus institute strictly adherers to Conduct of Examination 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	28	28	100

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-17-18.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
Nill	0	Nil	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	Nill	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	Nill
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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	3

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)
International	EDUCATION	3	5.53
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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	0

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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
NIL	NIL	NIL	Nill	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	Nill	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	1	0	0

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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
PEC - POPULATION EDUCATION CLUB	DEPARTMENT OF LIFELONG LEARNING UNIVERSITY OF MUMBAI 02	2	18

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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
Extension	felicitated as Field Coordinator	Department of Life Long Learning and Extension, University of Mumbai	18

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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 activites	Number of students participated in such activites
Extension Activities	Department of Life Long Learning and Extension , University of Mumbai	Population Education Club (PEC)	2	18

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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

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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	Nill	Nill	0

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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	Nill	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
900000	839852

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Classrooms with LCD facilities	Existing
Class rooms	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 patially)	Version	Year of automation
SOUL	Partially	2.0	2014

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	182	33802	0	0	182	33802
Reference Books	43	20214	0	0	43	20214
Journals	5	11124	0	0	5	11124
Others(specify)	10	1500	0	0	10	1500
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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	Nill
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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 Computer Lab	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 incurredon maintenance of physical facilites
192200	180798	1085575	329435.2

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 colouring, plumbing and other works are done as per requirement. The institution has the policy of optimum utilization of the entire physical infrastructure including laboratory, library, sports, computers, classroom etc.

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	14	129990
b)International	NIL	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 implemetation	Number of students enrolled	Agencies involved
Diploma Course in Functional English	11/07/2017	45	University of Mumbai
Certificate Course in Functional English	10/07/2017	135	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 passedin the comp. exam	Number of studentsp placed
2018	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		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents 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	Depratment graduated from	Name of institution joined	Name of programme admitted to
2018	0	NIL	NIL	NIL	NIL

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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 DayI	In house celebration at College Leve	92
Sports Activities-Athletics-100 and 200 meters,Tug of war,,Badminton,Chess and Carr om	In house celebration at College Level	92
Vedh Mahotsav-Rangoli Competition,Cooking Competition,Hairstyle Competition,Fashion Show	Inhouse celebration at College Level	92
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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
2018	NIL	National	0	0	00	NA
2018	NIL	International	0	0	00	NA
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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, which ensure smooth working of the organization. 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. As per the University Guidelines,Student Council is democratically formed. The portfolios of the elected members with their portfolios is as follows-- 1) General Secretary-Jasleen Kaur Matta 2) Class Representative-Arefa Darbar 3) Sports Incharge-Pratiksha Wabale 4) Discipline Incharge--Karen 5) Cultural Incharge-Zikra Mapari 6) Grievance Incharge-Sanyukta Throughout the year Student Council Organises Programmes.

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
Curriculum Development	1.The teachers participate in various FDP, Short Term Training programmes, Seminar, Workshops etc. to update their knowledge. 2.The teachers use various innovative strategies for teaching learning process. 3.The teachers participate in onscreen assessment of papers. They attended the training programmes for onscreen assessment of the papers. 4. The teachers are encouraged to pursue Ph.D. 5. The library resources are updated regularly. 6. Various programmes, activities are organized for Human Resource Development. 7. All the candidates interested in B.Ed. admission are provided with counselling.

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

E-governace area	Details
Nill	1. All the administrative work is done on computers. All the records are digitally maintained. 2. The admissions are done and confirmed online through CET Cell portal. 3. The finance and accounts are maintained using latest Tally package. 4. The questions papers of the examination are send electronically through DEPD (Digital Exam Paper Delivery) and the college download the same.

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
2018	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)
2018	Workshop on Music for Health Happiness by Smt. Rajashree Mukharjee	Workshop on Music for Health Happiness by Smt. Rajashree Mukharjee	10/02/2018	10/02/2018	10	3
2018	Workshop on Transaction Analysis by Seema Shende	Workshop on Transaction Analysis by Seema Shende	05/03/2018	05/03/2018	10	2
2018	Workshop on Rational Emotive Therapy by Mr. C.A.Chakradeo	Workshop on Rational Emotive Therapy by Mr. C.A.Chakradeo	12/03/2018	12/03/2018	12	2
2018	Workshop on Bach Flower Therapy by Mr. Virendra Sonasariya	Workshop on Bach Flower Therapy by Mr. Virendra Sonasariya	24/03/2018	24/03/2018	12	2
2018	Workshop on Life Skills by Dr. Gauri Hardikar	Workshop on Life Skills by Dr. Gauri Hardikar	09/04/2018	09/04/2018	15	2
2018	Workshop on Development of Leadership Qualities by Smt. Sangeeta Gole	Workshop on Development of Leadership Qualities by Smt. Sangeeta Gole	10/04/2018	10/04/2018	16	2
2018	Workshop on Anger Management by C.A.Chakradeo	Workshop on Anger Management by C.A.Chakradeo	25/04/2018	25/04/2018	14	2

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
FDP on E Content Developemnt	1	04/02/2019	10/02/2019	7
"5-Days FDP on Nai Talim, Experiential Learning and Work Education in School Teacher Education Curriculum" Department of Higher Education Ministry of HRD, Government of India	2	30/04/2019	04/05/2019	5

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
Duty leaves are given to teachers to attend professional Development programmes.	Advance payment to Non Teaching Staff in case of emergency.	The students are given the scholarship and free ship as per the Government Guidelines. The facility of Fee Payment in Instalments 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	Nil

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 parents can participate in various cultural events. 2. The parents attend National Festivals organized by the institution. 3. The parents are free to give valuable suggestions for quality enhancement of the institution.

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

1. The support staff attend the various programmes and training camp organized by Social Welfare Department, Joint Director office and University of Mumbai related to various administrative aspects. 2. The support staff participates in various recreational activities. 3. Duty leave is given to support staff to participate in various activities.

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

1. Micro CAP center for onscreen Assessment of Papers started in the institution. 2. A symposium on Universal Value Education is conducted in the institution. Principals from 28 colleges of Education attended the programme. 3. A NET/ SET guidance sessions are started every Saturday.

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
2018	Workshop on Music for Health Happiness by Smt. Rajashree Mukharjee	17/07/2017	10/02/2018	10/02/2018	76
2018	Workshop on Development	04/10/2017	05/03/2018	05/03/2018	76

	of Leadership Qualities by Smt. Sangeeta Gole				
2018	Workshop on Life Skills by Dr. Gauri Hardikar	10/01/2018	12/03/2018	12/03/2018	76
2018	Workshop on Bach Flower Therapy by Mr. Virendra Sonasariya	16/02/2018	24/03/2018	24/03/2018	76
2018	Workshop on Rational Emotive Therapy by Mr. C.A.Chakradeo	07/03/2018	09/04/2018	09/04/2018	76
2018	Workshop on Transaction Analysis by Seema Shende	28/03/2018	10/04/2018	10/04/2018	76
Nill	Workshop on Anger Management by C.A.Chakradeo	06/04/2018	25/04/2018	25/04/2018	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
A talk on Gender Jurisprudence	06/02/2018	06/02/2018	20	8
Gender Analysis of Text Book is done by student -Teacher	19/02/2018	19/02/2018	20	8
Critical Analysis of Depiction of	20/02/2018	20/02/2018	20	8

women in Media by student teacher						

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
The Environmental Consciousness is created amongst the student teacher by offering entire course on Environmental Education. The students are oriented about Biotic, Abiotic components of environment, Ecological Energy Dynamics, Approaches of teaching environmental education. The student teachers are sensitized about various major environmental issues such as climate change, loss of biodiversity etc. The student teachers are sensitized about Sustainable Environmental Management, Sustainable Environmental Practices such as Rain Water Harvesting, Mangrove Management etc. In order to enhance their Environmental Consciousness various Laws, Initiatives and projects are taught as course content. The solar panel installed in the institution serves as an alternate Energy source.

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
2017	**Nill**	**Nill**	**Nill**	**00**	**Nil**	**Nil**	**Nill**
2018	**Nill**	**Nill**	**Nill**	**00**	**Nil**	**Nil**	**Nill**

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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 Consuct	**01/07/2017**	**The code of conduct for teachers students and administrators are 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
A symposium on Universal Life Values in collaboration with	**23/09/2017**	**23/09/2017**	**28**

Bahai Academy Panchgani				

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

The institution has installed LED / CFL bulbs that are more energy efficient.
All the faculties, students are encouraged to unplug all the electric devices when not in use to save the electricity.
The use of thermocol is strictly prohibited in the institution.
The tree plantation is done at all the available space in the Institution.
All the students and faculties are encouraged to use recyclable material and avoid plastic bags.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. Initiating Micro CAP center:- The context that required the institution of the practice: Assessment and declaring the results on time is an important function of the University. Universities in Maharashtra are supposed to declare the results within 45 days of the examination which poses a challenge most of the time. The Centralised assessment procedure proved to be time consuming and leads go wastage of resources in terms of time and money. It was taxing even to the faculty as they travelled from long distances even as far as Ratnagiri to reach the assessment centre and lost out on teaching time. University came up with online assessment software and decided to make the assessment facility available in the colleges having proper computer lab. The assessment would be done online using the software and colleges were asked to volunteer to establish the Micro-CAP centre in their colleges. This however proved to be a problem as at institutional level permission of the management, security issue, increased cost of maintenance due to excessive use of the machinery, appointing a dedicated attendant for the whole day and even on Sundays and bank holidays etc. posed challenges. In spite of all this, our institution decided to establish the cap centre, which proved to be a good practice till date. 2. Objectives of the practice: 1. To assist the university in declaring the results on time. 2. To ease out the process of assessment for the faculty of the institute as well as the faculty from other neighbouring institutes. 3. To initiate dialogue with the institutes in the vicinity of our college and explore possibilities of collaboration. 3. The practice:The practice involved converting computer lab into an assessment centre by installing the university assessment software and ensuring that the infrastructure stays up to date. Institute volunteered for the micro-cap centre and ensured that faculty coming to the institute gets all the essential facilities. 4. Obstacles faced if any and strategies adopted to overcome them: The main obstacle was in the form of keeping the cap centre open round the clock as was expected by the university. It was decided that whenever any faculty came for assessment or for enquiry, their preferences about the time were noted. It was also told to them that if they wanted to work on Sunday or bank holiday, they should give prior intimation to the centre. Management had kindly consented to depute assistance in case the cap centre needed to be kept open on holidays. So, even though obstacles were perceived, in reality they seized to be the one. Impact of the practice: ? Time spent on travelling to the university cap centre was saved. ? Faculty could devote more time for assessment as they could work as and when they found time even in between the lectures. ? Communication with university became easy. ? Relations between the institutions strengthened as the faculty from other institutions came for assessment. Resources required: Physical infrastructure and human resource in terms of attendant was required. Pre

exiting computer lab served as the micro-cap centre. The existing resource was put to better use thereby using it optimally. 2. Universal Life Values:- 1. The context that required the institution of the practice: Value education has always been at the crux of the education. Every society wants the reflection of current values in the education. Education too recognizes this need and responds through curriculum changes. However, it may not be possible to address this need immediately as the procedure to revise the curriculum is quite lengthy and cumbersome. As an institution that aims to find solutions rather than pose problems, we decided to address the issue of value education in a different way. We decided to train the student teachers and certify them as an expert in the area by collaborating with Baha'i academy at Panchgani, Satara. Deterioration of values is an accepted fact and individuals need to be constantly reminded, challenged, questioned in terms of ethics and morals and Bahai academy is one prestigious institution dealing with these issues by way of conducting courses for the same. Institution decided to reach out to them and explore the possibilities of teaching values to the student teachers. 2. Objectives of the practice: 1. To train the faculty and student teachers in imparting value education to the students. 2. To develop expertise in the faculty on inculcation of global human values. 3. The practice: Institution contacted the Baha'i academy and received a very warm response. After the preliminary discussions online, face to face meeting was conducted. MOU was signed with the academy, thereby a course in Universal human values would be conducted for the students of CSSM. The said program would be conducted at Panchagani campus of Baha'i academy and follow up programme of the same would take place at our own institute. Resource persons would be arranged by the Baha'i academy. The certification of the course would be done by Baha'i academy were the few highlights of the MOU. 4. Obstacles faced if any and strategies adopted to overcome them: No obstacle faced during the conduction of this programme. 5. Impact of the practice: Students were given intensified training on the values across the globe, ethics, how to inculcate values etc. and a proper follow up activity was conducted too. Student -teachers after this training became resource persons for 'training and dissemination' of universal human values. The students became more employable as they had additional knowledge and certification attended a value added course along with regular B. Ed programme.

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-17-18.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 institution has following plan of Actions (PoA) for the next academic year. 1. Training Sessions on Effective Classroom Management Techniques: This is essential for creating a conducive learning environment. Effective classroom management can greatly impact student engagement and learning outcomes. 2. Strengthen Collaboration with Various Educational Institutes: Collaboration with other educational institutions can lead to knowledge sharing, joint research projects, and opportunities for students and faculty to benefit from a broader academic network. 3. Workshop in Collaboration with Homi Bhabha Center for Science Education (HBCSE): Partnering with a reputable institution like HBCSE can provide valuable insights and resources, especially for science education. This can enhance the institutions curriculum and research opportunities. 4.Community Work Programs in Collaboration with NGOs: Engaging in community work programs not only benefits the community but also provides students with real-world experiences. Collaborating with NGOs can offer structured and impactful initiatives. 5.Encouraging Faculty Research Projects: Promoting research among faculty members can lead to academic growth, publications, and innovations in teaching methods. It can also enhance the institutions reputation.