AQAR Review Message

1 message

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

Dear User,
Institution name : **CHEMBURSARVANKASHSHIKSHANSHAST
RAMAHAVIDYALAYA**

Your AQAR of the year (2019-2020) has been approved successfully.

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

PRINCIPAL
Chembur Sarvankash Shikshanshastra
Mahavidyalaya
Ramkrishnan Chemburkar Marg,
Chembur Naka, Mumbai   400 071

Part A	

Data of the Institution

1. Name of the Institution	**CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA**
Name of the head of the Institution	**Chandrashekher Ashok Chakradeo**
Designation	**Principal(in-charge)**
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	**Dr.Kusum Vijaykumar Chaudhari**
Phone no/Alternate Phone no.	**02225221439**
Mobile no.	**9820166022**
Registered Email	**principal@cssm.in**
Alternate Email	**cachakradeo@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://www.cssm.in/wp-content/uploads/2023/12/AQAR-2018-19-Accepted.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-2019-20.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity Period From	Validity 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
A Yoga Session was conducted for students & faculties.	17-Jul-2019 1	80
A tree plantation was organized in collaboration with YCMOU in service B.Ed. teachers, State Bank of India Chembur Branch.	28-Jul-2019 1	85
A talk was organized on Self Knowledge delivered by speaker of Ramkrishna Mission Smt. Divyanandaparna.	14-Sep-2019 1	85
A one day Legal Awareness Programme was organized sponsored by National Women Commission	21-Dec-2020 1	90
A workshop was organized on Medical Safety Safe Disposal of Packaging material	16-Jan-2020 1	85
A workshop was organized on Innovative Teaching Learning Practices	20-Jan-2020 1	85

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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	2019 365	18340475
[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 :	**4**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional	**Yes**

website	
Upload the minutes of meeting and action taken report	[View Uploaded File](#)
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)

A Yoga Session was conducted for students faculties.

A tree plantation was organized in collaboration with YCMOU in service B.Ed. teachers, State Bank of India Chembur Branch.

A talk was organized on 'Self Knowledge' delivered by speaker of Ramkrishna Mission Smt. Divyanandaparna.

A one day Legal Awareness Programme was organized sponsored by National Women Commission

A workshop was organized on ' Innovative Teaching Learning Practices'

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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
To organize programme for maintaining Physical Mental Health of the learner.	A Yoga Session was conducted for students faculties.
To undertake environment awareness programme	A tree plantation was organized in collaboration with YCMOU in service B.Ed. teachers, State Bank of India Chembur Branch.
To help the learners and teachers enhance the knowledge about themselves.	A talk was organized on 'Self Knowledge' delivered by speaker of Ramkrishna Mission Smt. Divyanandaparna.
To organize collaborative programme with National Women Commission	A one day Legal Awareness Programme was organized sponsored by National Women Commission
To organize the training regarding role of teacher/ individual in Environment Sustainability.	A workshop was organized on 'Medical Safety & Safe Disposal of Packaging material
To train the teachers for using Innovative Teaching Learning Strategies	A workshop was organized on ' Innovative Teaching Learning Practices'
[View Uploaded File](#)	

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	2020
Date of Submission	05-Feb-2020
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 Management Information System (MIS) within the institution plays a pivotal role in optimizing overall efficiency through several key functions: Data Collection: It sources information from various channels, including University circulars, UGC (University Grants Commission), NCTE (National Council for Teacher Education), and government notifications. Database Management: The MIS is tasked with establishing and maintaining a comprehensive database containing student information and other pertinent details. Governmental Compliance: This system facilitates the organization and management of data essential for meeting governmental regulations and compliance. Information Upload: All collated data and information are uploaded onto the mandated MIS system by the Government of India. Reporting and Analysis: Analysis of gathered data significantly contributes to refining administrative processes and aids in informed decisionmaking. Together, these modules significantly enhance the administrative efficacy of the institution, streamlining operations and enabling informed actions.

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

Academic planning is meticulously conducted during staff meetings, leading to the preparation of a comprehensive academic calendar that is then shared with the students. The academic calendar intricately schedules all components of the B.Ed. course, including theory sessions, internships, tutorials, essay writing, and class tests. This careful planning ensures that both curricular and co-curricular activities are seamlessly integrated into the academic schedule, reflecting a holistic approach to education. Moreover, the faculty members are dedicated to delivering lectures using a diverse range of pedagogical techniques, enriching the learning experience for students. They organize various seminars, discussions, and debates to foster an interactive and engaging teaching-learning process, promoting critical thinking and knowledge exchange. Additionally, all relevant information pertaining to academic activities, including lectures, discussions, and seminars, is meticulously documented, ensuring transparency and accountability in the educational process. This thorough approach to academic planning and delivery reflects the institution's commitment to providing a well-structured and dynamic learning environment that caters to the diverse needs of students and emphasizes the importance of both curricular and co-curricular activities in shaping a comprehensive educational experience. Curriculum Documentation: - Curriculum Documentation is a key focus. Teachers maintain various documents such as lecture hand-outs, teaching-learning activities, and learning resources. Our faculty members are committed to delivering well-prepared lectures and employ a variety of learner-centered teaching methods to enhance the educational experience. Thus the institution has well planned mechanism planned curriculum delivery and documentation.

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
NIL	NIL	Nil	00	NIL	NIL

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEd	Pedagogy of Commerce	15/06/2019
BEd	Pedagogy of Economics	15/06/2019
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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	15/06/2019

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
Understanding Self	15/06/2019	98
Ability Course	15/06/2019	98
[View Uploaded File]()		

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	Internship Programme: Pedagogy in School Subjects	100
[View Uploaded File]()		

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

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
Gathering and utilizing feedback from a diverse range of stakeholders is essential for the continuous improvement of our institution. We employ a comprehensive approach to collect and analyze feedback, encompassing structured surveys, face-to-face interactions, and both formal and informal engagements. This ensures that we gather valuable insights from a wide range of perspectives. The collected feedback is meticulously organized to ensure its relevance and accessibility. We conduct both qualitative and quantitative analyses of the feedback data to gain comprehensive insights. The results of these analyses inform our action planning, guiding us in implementing targeted strategies for improvement. Our stakeholders, including students, teachers, alumni, employers, and school heads, provide valuable feedback, which is then analyzed and discussed in IQAC meetings. This process encourages open discussions and brainstorming to address any identified shortcomings. As a result, we are able to implement appropriate measures to minimize these issues and promote the overall development of the institution.

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	98
[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
2019	98	0	15	0	15

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
15	15	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 program is offered in our Chembur Sarvankash Shikshanshastra Mahavidyalaya. Mentor-Mentee Group Procedure is as follows. Students are divided into groups, each assigned a mentor. Students consult with their mentor to discuss personal and academic concerns. The mentor provides educational guidance, personal advice, and counselling to the students in their group. Mentoring system in the institution connects students with experienced teachers who offer advice and encouragement. These mentoring relationships in our institution are both formal and informal. The student teachers benefit in the following ways. Personal Development: Mentoring extends beyond academic subjects, allowing student teachers to acquire essential skills like communication, leadership, and resilience etc. Academic Support: Mentors assist mentees in enhancing their academic performance, boosting their confidence in practice teaching, preparing for examinations, and navigating various aspects of the teaching-learning process. Personal Support: Personal support encompasses guidance in resolving personal issues and problems, as well as emotional support.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
98	15	1:7

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	15	2	0	7

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
2020	Dr. Kusum Chaudhari	Associate Professor	Global Economic progress and Research

| 2020 | Dr.Chandrashekher Ashok Chakradeo | Principal(in-charge) | Best Paper Presentataion Award at the International Conference held at Bharat College of Arts Commerce Science |

Association, New Delhi-Based Citizen of Indian Gold medal Award on the occasion of 72th national conference for individual achievement and national development, Bangalore

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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	2019-20	30/03/2020	30/06/2020

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Chembur Sarvankash Shikshanshastra Mahavidyalaya follows Mumbai University's prescribed examination framework and protocols for evaluations. The college conducts two assignments, essay tests, and class tests for each subject. The schedule for internal assessments is shared in advance with students and teachers via the college's academic calendar, which is in sync with that of the university. Theory course evaluations are divided between a 60-mark University exam and a 40-mark internal assessment. For effective Continuous Internal Evaluation (CIE) in the B.Ed. program, the following measures have been implemented: • Technology Integration in Assessment and Feedback: The institute leverages technology to streamline the assessment process and provide prompt feedback. • Remedial Actions for Student Performance Improvement: Students have access to remedial actions that offer them chances to enhance their academic scores. • Ongoing Feedback for Steady Enhancement: Regular feedback is provided to students, helping them recognize their strong points and areas needing improvement.

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

The institution devises an academic calendar in alignment with the curriculum schedule set by the affiliated university. Throughout the academic year, the college conducts academic activities in compliance with university norms. At the session's start, the institution drafts an academic calendar to plan and organize both curricular and extracurricular activities. The calendar is

structured around the working days, various holidays, admission procedures, semester teaching plans, tentative exam dates, internships, and internal assessment tasks such as projects, assignments, tests, and library work. It also schedules the celebration of significant days and festivals on a monthly basis. In accordance with the academic calendar, the institution engages in extracurricular events like intercollegiate contests, community service, and industrial visits. Additionally, the institute organizes numerous curricular and co-curricular activities following the directives issued by the State Government of Maharashtra. The institution rigorously adheres to the Conduct of Examination and related protocols.

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	98	98	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-19-20.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
Minor Projects	365	University of Mumbai	20000	20000

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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)
Nill	EDUCATION	4	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	1

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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	2019	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	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
Resource persons	0	1	4	0

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
5	Department of Life Long Learning and Extension , University of Mumbai	2	47

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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 Activity	Felicitation as a Field Coordinator of the Department	Department of Life Long Learning and Extension , University of Mumbai	47

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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 activity	Department of Life long Learning and Extension , University of Mumbai	PEC	2	47

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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	Duration From	Duration To	Participant

		details			
Internship	Internship Programme for Sem-II	Practice Teaching Schools List attached	21/01/2019	28/02/2019	92
Internship	Internship Programme for Sem-III	Practice Teaching Schools List attached	08/07/2019	04/10/2019	92
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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
Vispute College of Education	01/03/2019	Research Activities Guidace to M.Ed. Students	44
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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
1500000	1446178

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Value of the equipment purchased during the year (rs. in lakhs)	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	62	8245	0	0	62	8245
Reference	22	6994	0	0	22	6994

Books						
Journals	6	8741	0	0	6	8741
Others(s pecify)	10	1500	0	0	10	1500
Digital Database	1	5900	0	0	1	5900

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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	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
525500	555085.5	927200	385397.79

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.

https://www.cssm.in/wp-content/uploads/2023/12/4.4.2.pdf

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 Scheme	68	534196
b)International	Internatioanl	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	01/07/2019	41	University of Mumbai
Certificate Course for Functional English	08/07/2019	44	University of Mumbai
	View File		

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	Number of students who have passedin the comp. exam	Number of studentsp placed

| 2020 | 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	NA	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
2020	0	NA	NA	NA	NA

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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
Any Other	1

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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- yoga day celebration independence day navratri celebration diwali pahat fresher party constitutional day vedh mahostav annual day sports day christmas day celebration picnic vedh mahostav annual day farewell student council ele	Inhouse Celebration at College level	183
Sports Activities-	In house celebration at	183

Athletics-100 and 200 meters,Tug of war,,Badminton,Chess and Carr om	College Level	
Vedh Mahotsav-Rangoli Competition,Cooking Competition,Hairstyle Competition,Fashion Show	Inhouse celebration at College Level	183

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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
2020	NIL	National	0	0	NA	NA
2020	NIL	Internat ional	0	0	NA	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 reprentatives through secret Ballot System. The elected representative play different roles and carry out various activities /Programmes as per their portfolios.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

183

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

15500

5.4.4 – Meetings/activities organized by Alumni Association :

2

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)

1. The institution is overseen by a governing body that convenes monthly to deliberate and resolve key matters. Additionally, there exists a college committee, inclusive of both teaching and non-teaching staff, which addresses a variety of educational and administrative issues. 2. The institution's operations are distributed across several committees to promote decentralization. The academic committees include those for the Library, Practice Teaching, Examination, Internal Assessment, Workshops/Seminars, Research, and Recruitment. On the administrative side, the staff comprises a Head Clerk, Senior Clerk, and Junior Clerk. Decisions of significance are made collaboratively in meetings, with the active involvement and agreement of all stakeholders, ensuring a shared distribution of responsibilities. This structure allows for a more democratic and efficient decision-making process, where different perspectives are considered, and responsibilities are shared. The academic committees focus on specific areas of the institution's educational framework, ensuring that each aspect, from resource management to student assessment, receives dedicated attention and expertise. The administrative staff plays a crucial role in the day-to-day operations, supporting the academic mission of the institution. By involving various stakeholders in the decision-making process, the institution ensures that the interests of the entire community are represented and that decisions are made with a broad consensus, fostering a sense of ownership and commitment among all involved. This approach not only streamlines operations but also empowers individuals at all levels, promoting transparency and accountability within the institution.

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 faculties are send 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

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

E-governace area	Details
Planning and Development	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 are done through online CET examination. The students are admitted through electronically generated merit list. 4. The question papers are send through electronic mode. The assessment of the papers is done electronically through on screen assessment.

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
2019	Prof. Smita Ganatra	Narrative Research	Nil	500
2019	Dr. Chakradeo Chandrashekher	Short Term Course	Nil	1000

2019	Dr. Umakant Deshmukh	Short Term Course	Nil	1000
2019	Dr. Keshar Jadhav	Short Term Course	Nil	1000
2020	Dr. Jayesh Jadhav	Innovation Integration in Education of Modern School Sciencs Mathematics	Nil	5000

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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)
2020	Medicine Safety Safe Disposal of Packaging Material	Medicine Safety Safe Disposal of Packaging Material	16/01/2020	16/01/2020	15	5
2019	Yog for Mental Physical Health	Yog for Mental Physical Health	12/07/2019	12/07/2019	15	6
2019	Guest Lecture on Self Knowledge	Guest Lecture on Self Knowledge	14/09/2019	14/09/2019	15	6
2019	Mental Health Pre servation	Mental Health Pre servation	10/10/2019	10/10/2019	15	6
2019	Anger Management	Anger Management	23/11/2019	23/11/2019	15	6
2019	Self Awareness	Self Awareness	23/11/2019	23/11/2019	15	5

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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
National Level FDP on E-	1	01/09/2020	10/09/2020	10

Content Development				
National E-Content development for online Teaching	1	15/04/2020	25/04/2020	10
FDP on Creating Tech-Savvy Teachers for Future Classrooms	2	06/06/2020	10/06/2020	5
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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)

Annually, the institution undergoes an internal audit conducted by the Chembur Education Society's Governing body treasurer. This process ensures financial oversight and accountability. Additionally, an external audit is performed by authorities including the Joint Director of Higher Education, a Senior Auditor, and the Auditor General (AG) of Maharashtra. These external audits provide an additional layer of scrutiny, aligning the institution's financial practices with governmental standards and regulations, thereby upholding transparency and integrity in its financial affairs.

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	00
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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)

Parental Meetings: The institution organizes meetings with parents to address students' educational and personal challenges. Parental Involvement: Parents are encouraged to engage in academic events and college tours. Parental Feedback: The institution seeks parents' input to enhance its operations and offerings.

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

Promotion of Support Staff: Support staff members advance to superior positions by adhering to established regulations and criteria. Housing Loan Assistance: Support staff receive aid in securing residential loans from multiple financial institutions. Uniform Provision: Support staff are furnished with two sets of uniform attire.

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
2019	A Yoga Session was conducted for students faculties. M	03/07/2019	12/07/2019	12/07/2019	80
2019	A tree plantation was organized in collaboration with YCMOU in service B.Ed. teachers, State Bank of India Chembur Branch.	03/07/2019	28/07/2019	28/07/2019	85
2019	A talk was organized on	19/08/2019	14/09/2019	14/09/2019	85

	Self Knowledge delivered by speaker of Ramkrishna Mission Smt. Divyanandaparna.				
2019	A one day Legal Awareness Programme was organized sponsored by National Women Commission	14/10/2019	21/12/2019	21/12/2019	90
2020	A workshop was organized on Medical Safety Safe Disposal of Packaging material	13/01/2020	16/01/2020	16/01/2020	85
2020	A workshop was organized on Innovative Teaching Learning Practices	13/01/2020	20/01/2020	20/01/2020	85

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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 Legal Awareness Programme sponsored by National Women Commission	21/12/2019	21/12/2019	100	20

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 educational establishment fosters eco-awareness in its student-teachers via an extensive Environmental Education program. This curriculum explores environmental complexities, including living and non-living elements, the

dynamics of ecological energy, and effective pedagogical methods. It raises awareness among student-teachers about pressing ecological challenges like global warming and the decline of species diversity, encouraging them to champion eco-friendly practices. They acquire understanding in Sustainable Environmental Management and investigate eco-friendly techniques such as the collection of rainwater and conservation of mangroves. Moreover, student-teachers receive instruction on environmental regulations, initiatives, and schemes, preparing them to act as conscientious guardians of the environment. The institution's dedication to eco-sustainability is showcased by its adoption of solar panels as a renewable energy alternative, underscoring its commitment to reducing its ecological impact. This action symbolizes the institution's pledge to environmental conservation and motivates student-teachers to integrate eco-sustainable methods into their daily routines. A tree-planting event was organized at Araey Colony in partnership with Yashwantrao Chavan Maharashtra Open University (YCMOU), where all participants pledged to protect and sustain the environment.

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
2019	1	1	03/03/2019	1	Visit to Shantivan Nere	Understand the problems faced by leprosy patient irrational belief about them.	50

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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)
Handbook of Complete Code of Conduct	01/07/2017	1. Student Code of Conduct: Students must follow a set of guidelines designed to foster an encouraging and fruitful academic atmosphere. 2. Administrative Staff Code of Conduct: It is

expected that the administrative personnel comply with a set of guidelines that promote the smooth and effective functioning of the institution. 3. Teacher Code of Conduct: Educators are required to follow a set of guidelines that ensure a supportive and conducive educational environment for every student. 4. Internship Code of Conduct: During their internships, student-teachers must observe a set of guidelines. The Code of Conduct is accessible on the institution's official website at CSSM's Code of Conduct page.

7.1.6 – Activities conducted for promotion of universal Values and Ethics			
Activity	Duration From	Duration To	Number of participants
Community Work at Shantiwan Leprosy Eradication Center at Nere Panvel	03/12/2019	03/12/2019	50
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

A workshop on Medicine safety and safe disposal of packing material was conducted by Smt. Nirmal Kasekar. This workshop has sensitized the student teacher and faculties about their role in making the campus and society eco friendly.
The use of thermocol is banned in the institution.
The student teacher is encouraged to make the learning resources from eco friendly materials.
The dry and wet wastage is segregated in the institution.
The students and faculties are encouraged to use the recycled material and avoid using plastic bags.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

I) Title of the practice: Legal Literacy for equitable living The context that required the institution of the practice: Legal awareness, sometimes called public legal education or legal literacy, is the empowerment of individuals regarding issues involving the law. Legal awareness helps to promote consciousness of legal culture, participation in the formation of laws and the rule of law. Awareness raising necessarily means making people conscious about a problem or issue. If one wants to make a certain topic or issue more visible

within a community making people liberate is the first step. The goal here was to make people understand the importance of the issue and find support to address it. In this context, in the B. Ed programme, majority of the students are female who are not even aware of their own rights. It was observed that rights of women regarding property, regarding violence, even regarding education are a myth to most of them. Those who know about the rights do not know what is to be done when you see the violation of the rights. Important information regarding who to reach out when in trouble or you see someone else in trouble is not available to them. Thus, it was felt that there is need to develop this awareness among the students Raising awareness among these students goes a long way in reaching out to the society in general. Objectives of the practice: 1. To sensitize the students on the rights of women. 2. To develop healthy concept of gender. 3. To impart practical knowledge about the basic legal rights and remedies provided under various women related laws, thereby making them fit to face the challenges in real life situations. The practice: It was decided to involve Women's' commission of Maharashtra to bring in authenticity and a proposal was drawn out. Following structure was decided. 1. It will be a one day programme. 2. Resource persons would be from Women's commission, Maharashtra. 3. The programme would be for all the female students of the institution as well as invites would be sent to other teacher training institutes as well. Obstacles faced if any and strategies adopted to overcome them: Nil. The programme was smoothly executed and feedback was taken. Impact of the practice: Oral and written feedback from the student's participants was very positive. Students were very appreciative about the content presented and discussions generated. Students enhanced awareness allowed them to: • Go into the community and sensitize them. • Hold a debate about a women's rights related issues in school, community, etc. • Perform a street play, write a song or create a piece of art about an issue. • To raise voice against the violation to an appropriate agency. Resources required: Physical infrastructure and audience was from the institution. Resource persons were from Womens Commission, Mumbai. About the institution (i) Name of the Institution: C. S. S. Mahavidyalaya, Chembur (ii) Year of Accreditation: December 2016 (iii) Address: R. C. Marg, Chembur, Mumbai 400 071. (iv) Grade awarded by NAAC: A (v) E-Mail: principal@cssm.in II) Title of the practice: "Steering towards Greener future" The context that required the institution of the practice: In today's world, Environment sensitization begins right with the school. There are some good results that you can see in pockets here and there in the habits of the citizens, however there is no considerable change in terms of green cover which is quite worrisome. An informal talk with the student teachers about the awareness of environment protection is indeed hopeful, however, it is realised that they lack basic knowledge about the trees. For e.g. The kind of trees that should be grown in India, the caring period for them etc. so, even though the theoretical knowledge about the environment conservation, pollution, health hazards caused by them etc. practical knowledge about basic things to 'do your role' was totally found missing in them. To support this observation, students were informally asked to name five indigenous trees, five creepers, five flowering plants, five birds they see around them etc. and the result was shocking. Students couldn't even name a few. To bridge this gap, the institution decided to conduct tree plantation drive wherein students would not just dig a hole and plant the sapling but they will do it with complete awareness, consciousness, regarding the sapling why it is planted how it needs tending. Objectives of the practice: 1. To develop awareness about the indigenous plants. 2. To get the real life experience of planting a tree. 3. To understand the tending required for the survival of the plant. The practice: Tree plantation drive was organised in collaboration with YCMOU. Two venues were identified. 1)Aarey colony 2) Our own College campus. State bank of India was roped in and all the students reached the Aarey colony on their own at a designated time in the morning. The saplings were kept ready at the venue.

Students were made aware of the flora fauna and how to identify trees by the resource persons. Thereafter ditches were made and saplings planted. Obstacles faced if any and strategies adopted to overcome them: The major obstacle was the cost of saplings and ensuring care later on so the plants survive. Students volunteered to donate a sapling. The problem of watering the plants was solved by the locals staying around. They agreed to water them for three months, there after the plants would survive on their own. Also the plantation was done three months before the rainy season ensuring that they will survive with the natural water. Impact of the practice: The students became responsible and were sensitized about the fact that just planting trees is not enough, it is the survival that counts. They also learned to identify certain trees by name thereby establishing a kind of connect with the environment. By actually planting the trees, they learned to be responsible and most importantly learned how to conduct a tree plantation drive. Resources required: Saplings, place where trees can be plant. About the institution (i) Name of the Institution: C. S. S. Mahavidyalaya, Chembur (ii) Year of Accreditation: December 2016 (iii) Address: R. C. Marg, Chembur, Mumbai 400 071. (iv) Grade awarded by NAAC: A (v) E-Mail: principal@cssm.in

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/2023/11/Best-Practices-19-20.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. Many activities are organized in the institution throughout the year. The institution has student community from middle and lower socioeconomic status of the society. The maximum exposure is provided to these students through various curricular and co curricular activities. The workshops on Enhancing self Esteem, Understanding self, Self Awareness etc. facilitate their true identity. The institution motivate the students, teachers, support staff to undertake various courses that make them life long learner. The activities organized in the institution sensitizes the student-teachers on various national international issues so as to emphasize the role of teachers as a change agents in future.

Provide the weblink of the institution
https://www.cssm.in/wp-content/uploads/2023/12/7.3.1.pdf

8.Future Plans of Actions for Next Academic Year

The institution has the following Plan of Action (PoA) for the next academic Year. 1.Undertaking Major and Minor Research: Strategy: The institution will encourage faculty and students to collaborate on research initiatives. 2.Workshops and Training Programs on E-content Development: Strategy: The institution will organize workshops by experts in educational technology and content creation. This workshop will provide hands-on training on software tools, multimedia resources, and instructional strategies. 3.Encouraging Participation in SWAYAM Courses: Strategy: The institution will create awareness campaigns about SWAYAM and its benefits among faculty and students. The faculty and students will be encouraged to undertake SWAYAM course as an enrichment activity. 4.Training Programs in Collaboration with Bahai Academy Panchgani: Strategy: Establish a collaborative framework with Baha'i Academy Panchgani for training programs in the subject of Universal Human Values. 5.Training Program for Creating Awareness about Cybercrimes: Strategy: The institution will organize workshops, seminars, or guest lectures to educate learners and faculty about

cyber threats. 6.Strengthening MoU with Various Educational Institutes: Strategy: The existing Mou with various institutes will be strengthened.