



AQAR Review Message

1 message

Admin-Naac <noreply.onlineassessment@gmail.com>
To: CHEMBURSARVANKASHSHIKSHANSHASTRAMAHAVIDYALAYA <principal@cssm.in>
Cc: onlineassessment@naac.gov.in

14 February 2024 at 16:43

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

Dear User,
Institution name : CHEMBURSARVANKASHSHIKSHANSHAST
RAMAHAVIDYALAYA

Your AQAR of the year (2021-2022) has been approved successfully.

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



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Chembur Sarvankash Shikshanshastra Mahavidyalaya
• Name of the Head of the institution	Dr.Chandrashekher Ashok Chakradeo
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	0225221439
• Mobile No:	9987085731
• Registered e-mail ID (Principal)	principal@cssm.in
• Alternate Email ID	cachakradeo@gmail.com
• Address	R.C.Marg, Chembur Naka, Swami Vivekanand chowk
• City/Town	Chembur
• State/UT	Maharashtra
• Pin Code	400071
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Urban				
• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Mumbai University				
• Name of the IQAC Co-ordinator/Director	Dr. Kusum Vijaykumar Chaudhari				
• Phone No.	9820166022				
• Alternate phone No.(IQAC)	022-5221439				
• Mobile (IQAC)	022-5221439				
• IQAC e-mail address	principal@cssm.in				
• Alternate e-mail address (IQAC)	dr.jayeshrjadhav@gmail.com				
3.Website address	http://www.cssm.in				
• Web-link of the AQAR: (Previous Academic Year)	https://www.cssm.in/wp-content/uploads/2024/02/aqar-2020-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.cssm.in/wp-content/uploads/2024/02/Academic-Calender-21-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	90-95%	2004	03/05/2004	02/05/2009
Cycle 2	A	3.20	2011	08/01/2011	07/01/2016
Cycle 3	A	3.35	2017	23/01/2017	22/01/2022
6.Date of Establishment of IQAC	01/08/2004				
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Chembur Sarvankash Shikshanshast ra Mahavidyalaya	Salary	Government of Maharashtra	31/03/2022	2,79,22,499
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		4		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
Financial Literacy Program collaboratively executed with the Society for Social Empowerment & Training (SSET) on 11/10/2021.				
Online session discussing 'Sustainable Menstruation Practices' was conducted by Smt. Aditi Madhvan on 21/10/2021.				
Workshop on attaining Sustainable Developmental Goals (SDGs) through curriculum was conducted on 23/12/2021.				
On April 25, 2022, Action Research Paper presentations competition was held in collaboration with Pillai College of Education and the				

Board of Studies in Education.

Commencement of Online certificate course on Advance Action Research in Marathi & in English Language.

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

Plan of Action	Achievements/Outcomes
Organization of programme with the CSSM Alumni	1. Online session discussing 'Sustainable Menstruation Practices' was conducted by Smt. Aditi Madhvan on 21/10/2021. 2. Awareness programme about Cyber Bullying was conducted by Smt. Meenakshi Ingole on 27/11/2021
Awareness programme on Intellectual Property Rights (IPR)	Workshop was organized on IPR , Creative India Innovative India on 3/4/2022
HIV-AIDS Awareness programme	Collaborative programme on AIDS was organized with 'TATA Son's Pro Engage Project Arogya Mitra' on 16/4/2022
Organization of Pre-Ph.D. course	Pre-Ph.D. course was organized in the institution during 24-26/2/2022
Organization of Personality Development Programme	A work shop on 'Anger Management' Nurturing Self Esteem was organized on 12/3/2022
Organization of Personality Development Programme	Workshop was organized on 'Conflict Resolution on 26/6/2021

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	06/01/2023

15. Multidisciplinary / interdisciplinary

Presently, the institution operates a single standalone college of education offering B.Ed. programs. It comprises two divisions: one is grant-in-aid, while the other operates on a self-financing basis. Looking ahead to align with the objectives of the National Education Policy (NEP) 2020, the institution aims to broaden its academic horizons by embracing multidisciplinary education.

As part of this initiative, plans are underway to introduce four-year integrated courses such as B.A. B.Ed., B.Com. B.Ed., and B.Sc. B.Ed. These integrated programs will combine Bachelor's degree curriculum with teacher training components, fostering a holistic approach to education and preparing students with interdisciplinary skills for the evolving academic landscape in line with the NEP 2020.

16. Academic bank of credits (ABC):

The students are being prepared for the implementation of the ABC scheme outlined in the National Education Policy (NEP) 2020. The execution of this scheme is pending until we receive specific directions and guidelines from Mumbai University, our parent institution. All the students will be guided to generate their ABC IDs to facilitate new credit system, which will significantly enhance their academic flexibility and mobility.

17. Skill development:

As a B.Ed. College, skill development is a crucial aspect of preparing future teachers. The institution organizes various programmes, workshops, activities to develop various skills among the future learner. The institution gives main emphasis on the following as a part of skill development.

1. **Emphasis on Pedagogical Skills:-** Pedagogical skills helps the would be teachers to acquaint and master effective teaching strategies, lesson planning, classroom management, assessment

techniques, and differentiated instruction for creating engaging and inclusive learning environments.

2. Reflective Practice: - These skills encourage reflective practice, which involves critically analyzing teaching experiences, identifying areas for improvement, and continuously seeking professional growth.

3. Professional Ethics and Values: -This includes helps in understanding and upholding ethical standards, respecting diversity, promoting inclusivity, and maintaining confidentiality.

4. Communication and Interpersonal Skills: -Effective communication and interpersonal skills helps the trainee teachers for building positive relationships with students, parents, colleagues, and the wider community.

5. Digital literacy skills: These skills include the ability to use technology effectively in the classroom.

6. Assessment and Feedback: Teachers are trained in creating fair and effective assessments and providing constructive feedback to students to foster their growth.

The skill development programmes are designed in such a way that ensures future teachers are well-prepared to meet the demands of the teaching profession.

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

1. The institution operates a grant-in-aid B.Ed. division primarily conducted in Marathi. Students have the option to write their papers in Marathi, Hindi, or English, aligning with the institution's consistent promotion of Indian languages. Throughout the year, the institution actively fosters Indian culture by organizing various cultural programs.

2. Recently, the institution introduced a 10-day online certificate course in Spoken Sanskrit (?????? ???? ????).

3. Additionally, the institution has initiated a certificate course

in Modi Script (???? ????).

4.The institution diligently adheres to a three-language policy.

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

The B.Ed. Programme is two-year full-time course with four semesters. All Programme objectives (PO), Course objectives (CO) are oriented to students during the orientation session at the beginning of the year. The entire teaching learning transaction takes place keeping in mind the Outcome Based Education (OBE)

The institution follows educational approach that focuses on the learning outcomes that students are expected to achieve by the end of a course or program.

The fulfilment of OBE is monitored and evaluated by feedback from various stakeholders.

20.Distance education/online education:

The institution is affiliated with Yashwantrao Chavan Maharashtra Open University (YCMOU), located at Dnyangangotri near Gangapur Dam in Nashik, Maharashtra, India, with the Pin Code 422222. It serves as a recognized study centre offering the B.Ed. course for in-service teachers and the Diploma in School Management (DSM) course.

The B.Ed. program for in-service teachers accommodates an intake of 42 individuals, while the DSM course caters to 180 learners. As part of its expansion plans, the institution intends to introduce additional courses, such as M.A. in Education, affiliated with YCMOU.

Extended Profile

1.Student

2.1	96
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	96
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	96
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	96
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	96
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2,33,06,826
4.2 Total number of computers on campus for academic purposes	30
3.Teacher	
5.1	13

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	15	
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>CSSM follows a systematic way of curriculum transaction. We have structured syllabus as per the UGC norms. The aim of our institution is to create effective teacher. Therefore, we always try to give best for the development of future teachers. We follow the Democratic way of planning and implementation of syllabus. The secret to our success is outcome-oriented adaptability that doesn't disturb the system and review processes that are based on feedback. Being working in the field of education is well aware and capable for ensuring the same. The two parts of our curriculum are theory and practice. An essential component of the practical side is an internship. As a result, we require a solid plan for implementing theory and internships semester by semester. Timetable in command Create a comprehensive academic calendar at the start of the year to ensure the program runs smoothly. The principal, staff, and timetable in-charge routinely discuss the lectures, events, and required modifications before planning and implementing academic as well as extracurricular activities. The academic calendar and schedule are communicated to all staff members well in advance. All essential changes to the Academic Calendar, however, are addressed with the staff members.</p>		

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

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

B. Any 5 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and

B. Any 3 of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://media.cssm.in/2023/08/Learning-objectives.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

27

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://media.cssm.in/2023/08/University-syllabus.pdf

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

3

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

3

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

133

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

133

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

All of the above

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

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

00

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

00

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

1.3 - Curriculum Enrichment

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

The curriculum identifies the learning outcomes, standards and core

competencies that students must demonstrate before advancing to the next level.

An effective implementation of curriculum institution provides opportunities for teachers, students, school leaders and community stakeholders with a measurable plan and structure for delivering a quality education. e.g.

Understanding the foundation of teacher Education is the prime requirement. following efforts take by CSSM for students include:

- Linking Theory with skill development and field engagement
- Use of interactive and heuristic methods while teaching theoretical subjects
- Organises Educational tour, Agro Tour
- Conduct seminar, workshops in collaboration with SSET, Vidya Prabodhini college of Education, Goa, TATA Sons's Pro Engage Project Arogya Mitra etc.
- Academic calendar is full of variety of visiting faculty and range of visits and experiences.
- Reflection is the practice that governs the whole curriculum at CSSM
- Fundamental understanding is not a one time learning point. It is a journey and college flags it off.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Education system in India is as vibrant and diverse as the Indian society. We have different types of school boards such as ICSC, IB, SSC, CBSC etc. Some of them are Aided and Some of are non-aided type

schools. Preparing teachers for this is a Mission of CSSM.

Here are a few ways: Student placement in schools: Chembur, where the college is located is known as educational hub of central Mumbai. It has a good network of schools. Also, Trustees of CSSM have their own educational institution named Chembur Society's Chembur High School. Students of CSSM have the natural advantage of this. CSSM also has a good network of schools. Hence practice lessons and field engagement is always planned on rotation basis so that each student's experiences for long terms placement apart from the short time visits.

Guidance lecture- CSSM organises Guidance lecture on 'How to face Interview' and also provide past students support to get the Job.

CSSM assimilate divers cultural and educational heritage through curriculum. e.g. contemporary India and Education , Assessment for learning, internship in various schools.

CSSM provide variety of courses for professional development. e.g. Functional English, International schooling, sanskrit sambhashan Varg.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

In CSSM as per the guidelines of Mumbai University we follow the Choice based semester system for the implementation of Teacher Education curriculum. This is designed to give best exposure to

teacher trainee.

Our strategies to develop professional understanding of interconnectedness include:

- Pre-program orientation on curriculum
- Semester wise course/subject accountability for Teachers' is planned
- Course recap is always held before students go on preparatory leave for exam
- Faculty is involved in paper setting for internal and external examinations and they ensure that the focus of measurement is interlined understanding of the courses and not mere isolated understanding of the content.
- Teaching learning schedule is linked with course content. The theoretical module and the related skill development is always taught together. For example, when student learn Methodology of teaching they supposed to use various methods in practice teaching lessons. Such as Dramatization, poster presentation,
- Opportunities to reflect on courses are ample during the 4 semesters.
- Workshop and seminar presentations by Teachers and students etc.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

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

43

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

43

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

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

2

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

2

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

Chembur Sarvankash shikshanshastra Mahavidyalaya, provides \ support to students of various learning abilities. The teacher provides every possible facility to the students to enhance their learning ability regularly according to their time as well as different learning abilities by asking questions on the material discussed in the class. Thus, students are guided to improve their performance in internal as well as university exams. The teacher revises the topics according to the needs of the students, providing additional learning materials such as handouts and some reference books. Students are guided to answer the questions to get good marks in the semester exams and university exams. Tutorials, remedial teaching classes are arranged to enhance the learner's performance.

Students are given assignments and encouraged to participate in active activities such as debates, quizzes, essay writing, presenting their action research papers and presenting papers in seminars. They are encouraged to acquire new and advanced information through the internet to bring out their full potential. A conducive environment is created to improve communication skills of students. Students are encouraged to participate in group discussions on specific topics assigned to them by faculty members so that they can overcome their barriers and participate in them with confidence.

Arranging Alumni sessions on lesson demonstration, innovative teaching methods, etc. helps the student teachers to be ready for teaching profession.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and

Six/Five of the above

**Adaptive Structures (for the differently abled)
Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

13

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Audio- Visual methodology, Google Classroom, seminar presentation, short films related to topics, Brainstorming, lecture cum discussion method, co-operative learning and Projects are some of the means utilize by the college to provide experiential and participative learning.

Internal assessments are so planned so as to encourage students to work independently. Written Assignments are required to be submitted by students and these need to be done individually by researching on the given topic so as to enhance confidence, develop writing skills and one style, apart from inculcating an interest in research activities. Seminars, which form the second component of internal assessment, help students present their assignments before the entire class helping them overcome stage fear and develop oratory prowess.

Representatives of students serve as members on committees like Student Council Cell and Department Life Long Learning(DLLE) in order to involve them in the decision making lprocess and maintain transparency apart from inculcating a sense of responsibility in them.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

13

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/NT04MjY0MTU5NzJa?cjc=xybs3p4
Any other relevant information	View File

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

96

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Three of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.proprofs.com/quiz-school/quizshow.php?title=chapter-4-selfconcept&q=1
Any other relevant information	View File

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

Various provisions in the college support and enhance the effectiveness of the mentoring of students. The working environment of the college is conducive for the overall development of the student teachers. Every teacher is chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging various programmes. The teachers are provided with additional space in the college for establishing direct rapport with the needy students. Faculty members arranged feedback sessions, tutorial, remedial teaching for the best performance of every learner. They feel free to suggest any remedial/corrective/reformative steps.

Faculty members have been provided with the Audio-Visual aids, the LCD projector, etc through which learning is made effective & efficient.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field

Four of the above

of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn.

learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear. One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigate done has the knowledge with which to think creatively. Teachers given preference to creative aspects in teaching to enhance different skills of creativity in the students.The various activities as follows

- Create a compassionate, accepting environment (Engaging Special Schools,Shirodkar Special school, Parel, and NASEOH, Chembur, 'Shantivan kushthrog nirmulan'and Oldage home, Nerhe, Panvel)
- Be present with students' ideas: In various topics, teachers encourage students to present their innovative ideas through poster making, Models etc.

- **Encourage autonomy:** With the help of student council, students' organize and celebrate various important days like; World Environment day, Women's day, Constitutional day, National Science day
- **Reward assignments to promote creative thinking** (Action research competition organized in collaboration with other institutions).

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

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

Three/Four of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied

Eight /Nine of the above

student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement

Three of the above

**provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities Performance tests Oral assessment
Rating Scales**

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams

All of the above

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

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

Chembur Sarvankash Shikshanshastra Mahavidyalaya has properly and systematically planned internship programm as per Mumbai University norms. Internship Orientation given by Internship incharge. Student teachers divided in various groups and one group leader assigned. before start internship programm school permission letter provided to school/jr.college principals by college.

Internship programme time table prepared by the incharge (Rotation

wise time table for faculty and group leaders) As per the schedule various types of the practice teaching lessons carried out by student teachers.

Before and after practice teaching guidance and oral-written feedback given by observer and method master to student teachers.

But during Pandemic Covid - 19 college organized online orientation incharge. Online internship and systematically monitoring system for lesson observation as per the guidelines given by the Mumbai University.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

2.4.9.1 - Number of final year students during the academic year

96

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Chembur Sarvankash Shikshanshastra Mahavidyalaya, play a vital role in monitory mechanisms during internship programmes. The concerning teacher go with the group of students for their observation and guidance. This is also safe in view of safety measures, the college provide a letter of permission given by the head of the school to teach. All these effective monitory done by the college and all the possible arrangements are also provided to students and teacher also. But during Pandemic Covid - 19 college organized online internship and systematically monitoring system for lesson observation as per the guidelines given by the Mumbai University.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Two of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Three of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

13

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

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

7

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

13

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

13

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

Faculty members follow the above efforts for their up-gradation. Mostly the teaching faculty involves in other educational programmes and also visit in other colleges for academic purposes this activity enhances their personal academic performance and keep them updated.

1. In house discussions on current developments and issues in education
2. Sharing information with colleagues and with other institutions on policies and regulations

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

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

Chembur Sarvankash Shikshanshastra Mahavidyalaya adheres to academic schedule for Conduction of internal evaluation system. The academic calendar involves

the dates of commencement and completion of the syllabus, time tables of internal exams and so forth It set out the dates of University and Internal examination. The time tables have been arranged and executed in like manner.

The teachers define teaching plans as indicated in the academic calendar and guidelines of the Mumbai University. The time table of external examinations fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance.

1. In Internal Exams like, essays, class tests, assignments are conducted every Semester before the university exams.

2. Every teacher conducts tutorials and redial teaching for their respected course on the related topic.

3. During Internship students delivered practice teaching lessons at the end of every lessons written and oral feedback given by every teacher.

Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Three of the above
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

In Chembur Sarvankash shikshanshastra Mahavidyalaya grievance redressal committee always active to sought out problems as soon as possible and try to minimize those activities which creates problems. Before or during examination the members of grievance redressal committee took rounds and solve the problems on time. The institution follows transparent policy for the internal i.e. college assessment for all the papers including practicum component. The aggrieved student if any regarding the marks etc. are free to contact the respective teachers for further clarification. However, the institution never had the grievances related to the examination.

The students are guided and counselled for grievances regarding the external theory examination conducted by the parent university.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

CSSM prepare academic calendar at the beginning of every year. The academic calendar includes all important dates for various activities including internal evaluation.

In B.Ed. course internal evaluation includes essay test, class test, assignments, community work, evaluation workshop, action research, internship, participation in CCA, making of learning resource. All these activities related to internal evaluation spread throughout 1st semester to 4th semester.

All internal related activities are well planned.

Internship is a major part in B.Ed. internals, for smooth functioning of the same, institute select schools, prepare permission letter, divide students into groups at the beginning of the semester. Like this community work is also planned with NGO. Course wise internal evaluation is reflected in timetable and to prepare the assignment, the library period given to read the related resources.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

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

Chembur Sarvankash shikshanshastra Mahavidyalaya, aims at an

integral and personalised training of you trainees through Pedagogy, Theory content, different innovative teaching methods, Action research skill, Evaluation, Reflection, Experience and Use of ICT. Besides that, college aims at promoting values such as democracy, empathy, environment protection, learning disabilities etc.

The academic calendar is prepared in accordance with the requirements of the PLO and CLO. Students are informed about the PLO and the CLO in the induction program at the very first day of college. Different innovative student friendly methods are used by faculty members.

The college follows the criteria for internal assessment system and external examination prescribed by the University of Mumbai which based on the programme outcomes.

The assignments, content test, essay tests and class tests of each course relate to the syllabus of that course, along with the course learning outcomes.

Faculty members will conduct internal examination, internship evaluations based on course and program outcomes. The university conducts external examinations and the results of this examination and internal grades are communicated to the student after each semester in the form of grade points corresponding to her PLO and CLO.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

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

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

PLOs and CLOs are monitored for further improvement in student that the students are excelled in different innovative teaching methods and are able to know about modern strategies of teaching and learning which developed and enhanced different skills in the students to fulfill the growing demands in the field of education.

The college arranged tutorial-feedback-remedial teaching sessions for better performance.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

80

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

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

Evaluation of every student is based on the prescribed form of University of Mumbai. Internal exams include essay test, class test, assignments, action research, internship, community work etc. and University exam for each semester. Faculty informs and develops the syllabus, formative assessment, internal evaluation scheme, objectives and paper patterns for students well in advance.

The college displays all the notices and time tables for the same. Summative assessment is conducted through the university final exam in every semester. Internship programme helps student teachers to build their professional skills. Constructive feedback given after every practice teaching lesson and activities both helps student teachers build their teaching skills as effective teacher. Developing professional skills such as communication, classroom management, group discussion, leadership, information and communication technologies (ICT), personality and soft skills are important for catering learning needs of student teachers.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.cssm.in/wp-content/uploads/2024/02/SSS-2021-22-Batch.pdf>

RESEARCH AND OUTREACH ACTIVITIES	
3.1 - Resource Mobilization for Research	
3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year	
0	
File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File
3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)	
0	
File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above

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

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

Two of the above

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

3.2 - Research Publications

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

5

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

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

1

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

3.3 - Outreach Activities

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

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

NIL

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

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

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

44

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

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

3

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

95

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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

As a part of Lifelong Learning and Extension activity (PEC) of UOM, and F.Y.B.Ed and S.Y.B.Ed students conducted 7 lessons based on awareness of types of Pollution .In additionl to it students also delivered lessons on AIDS awarness, Contribututon of Freedom Fighters in Indian context, Female Foreticide, Child Labour and Gender Sensitivity etc. .

At Community level ,B.Ed students have to undergo community work , this year students visit ay NASCO Chembur and Shantivan Panvel.at Shantivan and Nasco , students conducted clenliness drive .At college Level, students conducted various activities like debate, conference , seminars on the the above topics.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

NIL

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

0

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

0

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

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

5

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

INFRASTRUCTURE

CSSMahavidyalaya is eminent in providing quality education in the education field to ensure all-round development of students Our institution has the infrastructure to support teaching learning and the personality development of students.

Our classrooms are spacious and are equipped with LCD projectors and screens and have Wi-Fi connectivity. Computer Lab has 25 desktop computers with Windows-licensed copies. Our campus is uninterrupted Wi-Fi connectivity and is widely used by students, faculty members, and staff members.

CSSM Library is well equipped with a variety of collections. It is a peaceful area with good ventilation around. Its total area is 2300 sq ft. Students, faculty members, and research scholars are widely using this internet connectivity for academic purposes. They mostly log in to the NLIST portal for study purposes.

The college has an administrative section comprised of the Principal's office, and Accounts office with internet connectivity. The auditorium used for academic and recreational purposes.

The seminar is used for presentations, academic discussions, and meeting purposes. It has LCD projectors with a screen and is fully air-conditioned. In Lanunagelaboratory students learn the English language smoothly. The language laboratory is an audio or audio-visual installation used to easily aid in the language teaching of students.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.cssm.in/infrastructure-facilities/
Any other relevant information	View File

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

384609.08

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

The SOUL is the state-of-the-art library automation software

designed and developed by INFLIBNET. it works under a client-server environment have user-friendly features. It is window based with version 2.0. SOUL software supports ISO 2709 formats. our web OPAC is a versatile and easy-to-use interface to search books and reading material. Report generation gives perfect results for all modules used. CSSM library is using cataloging and OPAC modules effectively. OPAC is a dynamic information desk that serves the user community. CSSM library is taking all efforts for raising reading habits among students.

Cssm library has a 21,428 collection which comprises books, periodicals, and magazines. In our rare book collection, we have books on freedom fighters, and rare periodicals in Marathi languages. Ebook management software that is Calibre is installed where all books in pdf forms can be located

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://sites.google.com/view/cssm-library/resources
Any other relevant information	View File

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

Cssm library has always been on the front to adopt new technologies for offering user-centric services. remote access or remote login offers off-campus services to our user community. we offer library resources through remote login to enhance the usage of e-resources. 24 X 7 easy access to licensed multiple e-resources ensured well that their learning never stops. every year we are renewing our subscription to e-resources which are offered by INFLIBNET at reasonable rates. through NLIST teachers, students, and researchers can get access to databases. they get access to E-Journals like Economic and Political Weekly, Indian Journals, J-Stor, H.W. Wilson, and a few others. they can access ebooks of Cambridge Books Online, E-library, Hindustan Book Agency, Sage Publication Books, and many more. Through remote log in our user community access our library portal which provides information on resources, collection, and other useful material to students. students widely using NDL, DOAJ, DOAB, shodganga as per their needs.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

Three of the above

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

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

46718.00

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

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

3662

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://sites.google.com/view/cssm-library/library-usage
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

CSSMahavidyalaya has Wi-Fi connectivity all over the campus with a speed of 50mbps. Classrooms, auditoriums, and learning resource center i.e. library are connected with this facility. it is free of cost to the students. In the classroom, LCD projector screens are affixed for easy learning of the subject. all this ICT infrastructure was installed way back in 2008. and every year AMC is renewed for the smooth functioning of ICT facilities.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

1 : 10

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	http://www.youtube.com/@dr.jjedu-tube2161
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=bOH7pRIz4Gw&t=172s
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

1.50 Lakhs

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

For the maintenance of the Campus, Annual Maintenance Contract is given to the vendors. These are outsourced services looked after by the management of the College.

For the maintenance of ICT facilities annual maintenance contract renewal is done every year.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.cssm.in/infrastructure-facilities/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	One of the above
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File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
06	95

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

36

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

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

03

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

Our college has a Student Council that represents the voice and interests of the students. The council consists of General Secretary, Class Representative ,Cultural In charge ,Grievance In charge ,Sport and visit In charge ,Cleanliness In charge and Discipline and Attendance In charge. Besides good communication skills ,General Secretary should have the managerial skills such as Planning, Organising, Delegating tasks ,teamwork and most importantly Coordinating among all the Council members. The election of council members is conducted through secret ballot on the plurality principle and majority of valid votes cast is the basis of the elections. This way the council members are elected by the students themselves in a fair and transparent way, and they work under the guidance of the Student Council Head. The council

organizes various programs and participates actively in academic and co-curricular activities. Students council takes initiative from planning to execution stage of each programme. The elected Council Members for the year 2021-22 are as follows-

General Secretary - Prathamesh kadam Class Representative - Gayatri Sharma Cultural In charge - Surabhi Sawant Grievance In charge - Niyati Surve Sport and visit In charge - Kavita Jaiswal Cleanliness In charge - Babita Jaiswal

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

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

05

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

5.4 - Alumni Engagement

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

Our Alumni association is not registered but functional and it actively contributes in many ways for the academic growth of the

institution.

Our past students maintain a strong link with their alma mater and contribute to the overall academic and personality development of the students who are currently pursuing B.Ed. from our College. Since many of the past students are working in Educational Institutes, they walk an extra mile in arranging schools for internship of our students. This helps in smooth functioning of the essential internship programme.

The alumni holding key academic and educational positions encourage our current students to apply for openings in their institutions thus giving them a fair chance in the recruitment process.

The senior alumni often visits the institution as a chief guest of a cultural programme or main speaker of academic seminar/workshop.

One significant contribution of the alumni comes in the form of career guidance to the students. Besides, the alumni share their professional experiences with the B.Ed. Teacher Trainees thus helping them in preparing for their first job and professional life

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Our alumni maintains a strong link with their alma mater, and make it a point to support the students in academic programmes. Since many of the past students are working in Educational Institutes, their experience comes in handy for our students. The alumni share their professional experience demonstrating their teaching skills in live online sessions. Such shadow lessons observation proves useful to the teacher trainees as it not only helps them learn newer teaching skills and methods but also re-assess their own. This ultimately helps in development of innovative teaching skills.

From this year, the alumni of Sanskrit pedagogy organised Online Sanskrit Spoken Course. The alumni acted as Resource Person for the course. They also presented certificates.

Our perspective plans are forward-looking and dynamic. The plans are crafted collectively, incorporating inputs from teachers, students, and non-teaching staff, allowing us to remain responsive and innovative in our educational practices.

Perspective plans:

- Promote & enhance sense of lifelong learning among teachers.
- Strengthen a culture of innovation and collaboration among teachers.
- Strengthen the teachers with the resources they need to be effective educators.

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

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

In our institution, decentralization and participative management are core principles that shape our organizational structure and decision-making processes. Decentralization and participative management are practiced to empower and involve stakeholders in decision-making processes.

Teaching Staff, Non-teaching staff, are considered essential members of our institution. Their expertise and insights are sought in administrative decisions, resource allocation, and creating a harmonious campus environment.

Students play an integral role in our institution's governance. They have the opportunity to engage in student councils, committees, and regular feedback sessions. Their voices are valued, and their input contributes to the continuous improvement of our educational offerings.

Through decentralization and participative management, the institution aims to foster a culture of collaboration, innovation, and shared responsibility. By involving stakeholders in decision-making, the institution can benefit from diverse perspectives, tap into the collective intelligence of its members, and ensure that decisions align with the institution's vision and mission. This approach also promotes a sense of ownership and commitment among stakeholders, leading to increased engagement and a more inclusive and effective decision-making process.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

The institutions take the following efforts towards maintenance of transparency in its financial, academic, administrative and other functions:

Financial transparency:-The institution ensures that its financial statements are accurate, complete, and easily accessible to stakeholders. It follows best practices in financial reporting and discloses all relevant financial information, including revenue sources, expenses, and investments.

Academic transparency: - The institution promotes transparency by providing clear and comprehensive information about its programs, courses, and admission requirements.

Administrative Transparency:-The institution fosters transparency by implementing fair and transparent policies and procedures. It ensures that decision-making processes are inclusive and involve input from relevant stakeholders. The institution also maintains open lines of communication with staff, faculty, students, and the wider community, encouraging feedback and addressing concerns promptly.

Other Functions:-The institution promotes transparency in other functions such as governance, procurement, and resource allocation. It adheres to ethical practices and follows applicable laws and

regulations.

By consistently upholding transparency in financial, academic, administrative, and other aspects, the institution demonstrates its commitment to ethical practices and fosters a culture of openness, integrity, and responsible governance.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

The strategic/perspective plan is effectively deployed through a comprehensive and well-structured approach with proper Planning, Communication, Resource Allocation, Actionable Steps, Performance Monitoring, Continuous Improvement, Inclusivity, Flexibility and Adaptability.

The institution has successfully implemented 'Attaining Sustainable Development Goals through curriculum' activity as a strategic plan, which outlines a systematic approach to integrate sustainable development principles into the curriculum and foster a culture of sustainability across all academic programs. The activity is successfully implemented as follows:-

Curriculum Mapping and analysis: The comprehensive analysis of its existing curriculum is done to identify opportunities for integrating sustainable development themes and topics.

Training to teachers:- A training is provided to future teachers to prepare a lesson plan based on SDG's.

Delivering lesson to different Classes: Future teachers conducted lesson on various themes of SDG's to sensitize the future generations about various issues.

Monitoring and Evaluation: - The entire process of attaining Sustainable Development Goals through curriculum is monitored by the faculty during the internship.

By aligning the curriculum with the SDGs through a well-crafted strategic plan, the institution prepares future generations become responsible global citizens who are equipped to address sustainability challenges and contribute to achieving the broader goals of sustainable development.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.cssm.in/wp-content/uploads/2024/02/IQAC-Meeting-Minutes-2021-22.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

We have institutional bodies such as College Development Committee (CDC), College Management Committee, Governing Council, Student Council, IQAC, VARIOUS committees like admission committee, cultural committee etc. for smooth functioning of the institution. These committees are responsible for different aspects of the college operations.

The functioning of institutional bodies in our institution is characterized by effectiveness, efficiency, and transparency.

- College Development Committee (CDC):- It advises the college on academic and administrative matters.
- College Management Committee (CMC):- The CMC is responsible for the day-to-day administration of the college.
- Governing Council:- The governing council gives direction to the college and ensuring that it is meeting its mission and goals.
- Student Council:-The student council is a representative body of the students. It is responsible for representing the interests of the students to the administration and for providing advice on student affairs.
- IQAC:-The IQAC is responsible for ensuring the quality of education in the college. It conducts regular assessments of the college's programs and activities and makes recommendations for improvement.
- Various committees:-There are many other committees in a college, such as the admission committee, the curriculum

committee, and the finance committee. These committees are responsible for different aspects of the college's operations.

File Description	Documents
Link to organogram on the institutional website	https://www.cssm.in/about-us/organizational-structure/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The IQAC discussed the proposal for an advanced certificate course on action research for In-service teachers. IQAC agreed that the course would be a valuable addition to the institution's offerings and would help to meet the needs of faculty and staff who are interested in learning more about action research.

Based on the minutes of the IQAC the decision to start an advanced certificate course on Action Research has been successfully implemented. The course aims to provide participants with a comprehensive understanding of the principles and methodologies of

action research, enabling them to apply these techniques in their respective fields.

The course started with two batches separately for Marathi Medium & English Medium. The course in English was started in 18January 2022 & the course for Marathi Medium started on 18January 2022.

The course was well-received by in-service teachers and it helped to meet the needs of those who were interested in learning more about action research.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

The various welfare measures for both teaching and non-teaching staff are implemented to ensure their well-being and professional development.

1. Professional Development:- Opportunities for professional development and skill enhancement are offered to both teaching and non-teaching staff. Workshops, seminars, and training sessions are conducted to keep them updated with the latest trends and advancements in their respective fields.

2. Work-Life Balance:-Our institution emphasizes maintaining a healthy work-life balance. Working hours, leave policies, Staff picnics, and occasional tours for both teaching and non-teaching staff are organized to promote a healthy work-life balance.

3. Financial Support:- The institution offers financial support in the form of advances to staff members when requested.

4. Recognition and Awards:-outstanding contributions of both teaching and non-teaching staff are acknowledged at various instances.

5. Pension plan:-The institution provides a pension plan to all staff members who meet the eligibility requirements.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

2

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

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

7

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

The performance appraisal is done in two steps.

1. Self-Performance Appraisal

2. Performance Appraisal by Higher authority

Self-Performance Appraisal:-In this step, employees are given the opportunity to assess their own performance. They reflect on their achievements, strengths, weaknesses, and areas where they believe they can improve. This self-assessment encourages self-awareness and accountability.

Performance Appraisal by Higher Authority:-In this step, the Principal evaluate their performance. They assess the teaching & non teaching staff performance based on the predefined evaluation criteria and goals set at the beginning of the appraisal cycle. The principal considers various inputs, including objective data, feedback from colleagues and students and the employee's self-

appraisal. The evaluation is done impartially and with a focus on recognizing accomplishments, identifying areas for improvement, and aligning the employee's performance with organizational objectives.

By combining self-performance appraisal and evaluation by higher authorities, the institution can obtain a comprehensive view of an employee's performance. It helps in identifying gaps between self-perception and external assessment and promotes a fair and balanced approach to performance evaluation, leading to targeted employee development and overall institutional growth.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

The institution conducts internal and external financial audits regularly to ensure the accuracy and integrity of its financial records.

The internal audit is conducted by a team of internal auditors who are responsible for reviewing the institution's financial procedures and controls. They review financial records, processes, and internal controls to identify any discrepancies, inefficiencies, or potential risks. The internal audit team assesses whether financial transactions are accurately recorded, funds are used appropriately, and financial practices align with institutional policies. The audit findings are reported to management, and corrective actions are recommended if needed.

The external audit is conducted by Government of Maharashtra, Joint Director Office. External Auditors thoroughly examine the institution's financial statements, transactions, and compliance with legal and accounting standards. The objective is to provide an

unbiased and objective assessment of the institution's financial health and accuracy of financial reporting. The external auditors issue an audit report with their findings and recommendations.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

156501

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

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

The institution has the following strategies for mobilization of funds and the optimal utilization of resources.

Fees from students:-The institution charges fees from students.

Government grants:-The institution receives salary and non-salary grants from the government.

Alumni donations:-The institution receives donations from alumni to support its programs and activities.

The institution has the following strategies for optimizing the utilization of its resources.

Developing a strategic plan:- The institution develops a strategic plan that identifies its goals and objectives, and then allocates resources accordingly.

Implementing cost-saving measures:- The institution implements cost-saving measures, such as energy conservation and procurement of goods and services at competitive prices.

Managing its finances effectively:- The institution manages its finances effectively by tracking its expenses and revenue, and making sure that its spending is aligned with its goals.

Budgeting and Planning:- The institution prepares comprehensive budgets, allocating funds based on strategic priorities and anticipated needs.

Resource Allocation:- Resources are allocated efficiently to maximize their impact on teaching, research, infrastructure development.

Investment in Infrastructure and Technology:- Funds are invested in upgrading and maintaining infrastructure, laboratories, libraries, and technological resources.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

The institution has various mechanisms to institutionalize the quality assurance strategies through Internal Quality Assurance Cell (IQAC), College Development Committee (CDC), College Management Committee (CMC), Staff Meeting.

The IQAC is responsible for developing and implementing quality assurance policies and procedures.

The IQAC organizes faculty development programs to enhance teaching methodologies, research capabilities, and professional skills.

The IQAC continuously monitors the progress of quality enhancement measures and revises strategies as needed to achieve set objectives.

College Management Committee (CMC) and the College Development Committee (CDC) also ensure the effective implementation of quality assurance strategies in Chembur Sarvankash Shikshanshastra Mahavidyalaya.

The teaching learning process is regularly reviewed in staff Meetings.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

The institution has various mechanisms to review its teaching-learning process periodically through Internal Quality Assurance Cell (IQAC), College Development Committee (CDC), College Management Committee (CMC)

Student Feedback:- IQAC administers anonymous surveys or feedback mechanisms to gather students' opinions on teaching quality, course content, and overall learning experience.

Course Evaluations:- Students are asked to evaluate courses at the end of each semester.

Learning Outcome Assessment:- IQAC assesses students' learning outcomes through tests, assignments, projects, to ensure that learning objectives are being met.

Faculty Development Programs:- IQAC organizes workshops and training sessions for faculty to enhance teaching skills, utilize modern teaching methodologies.

Use of Technology:- IQAC assesses the integration of technology in the teaching-learning process.

Analysis of Academic Performance:- IQAC analyzes academic performance data, including grades and student progression rates, to identify any trends or patterns that may require attention.

Stakeholder Consultation:- IQAC may engage with various stakeholders, including students, faculty, alumni, and employers, to gather their perspectives on the teaching-learning process.

By adopting a systematic and multi-faceted approach to review the teaching-learning process, the institution can identify strengths, address weaknesses, and implement targeted improvements that contribute to enhanced student learning outcomes and overall academic excellence.

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

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

5

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other

Four of the above

mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.cssm.in/wp-content/uploads/2024/02/IQAC-Meeting-Minutes-2021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.cssm.in/wp-content/uploads/2024/02/aqar-2020-21.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

Since its third cycle the institution has achieved the incremental improvements in the following two domains.

Research:-The following achievements demonstrate the institution's progress in Researchdomain:

- 1. The number of Ph.D. holder staff & Research Guide has increased.**
- 2. Faculty members have published their papers in Peer Reviewed /UGC CARE listed journals.**

3. The institution has started 'Advance Certificate course in Action Research'
4. The institution has created a database of research publications by faculty members.
5. The institution has organized workshops on 'Intellectual Property Rights-Creative India, Innovative India and ethics

Technology Driven Pedagogy:-The following achievements demonstrate the institution's progress in Technology Driven Pedagogy domain:

1. The institution has adopted a blended learning approach, which combines traditional face-to-face instruction with online learning.
2. Faculty members have been trained on how to use technology to enhance teaching and learning.
3. The institution has adopted online assessment platforms, enabling objective and subjective assessments, instant feedback, and streamlined grading processes.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

Energy conservation is not an activity but a way of life in CSSM. It is practised to the fullest and is imbibed through various activities, sessions and lessons. To highlight a a few,

- Energy Audit is done by the college periodically, where the energy consumption from the previous years is compared and if there is major difference, measures to curb the same are adopted.
- Institution has replaced all the light installations with LED's since many years, and the same continues till date.
- All the students and staff ensure that the electric devices and the other electrical appliances are turned off properly when not in use.
- The last person to leave the room switches off the lights and fans is the everyday practice.
- A separate person is appointed for regular inspections and repairs of electric appliances to ensure that there is no energy wastage.
- In order to develop an insight into sustainable energy policy, in collaboration with TATA Electric, a session on energy consumption is routinely conducted for all the students.
- Solar panel is installed as the alternate energy resource.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

Waste management is taken care of in infollowing ways:

- Mumbai municipal corporation collects the wet and dry waste from the institution on a day to day basis.
- Institution has separate bins to maintain dry and wet waste and is carefully. 'Reduce and reuse' is the motto we all believe in and taught for example. Numbers of the agencies that collect e - waste from home are displayed on the college notice board. The same is brought to the notice of the students.

CSSM has outsourced the building maintenance and the contract is renewed from time to time on yearly basis.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Campus maintenance is done in the following ways:

Maintenance of cleanliness is done by:

- Day to day cleaning of the classrooms is done of the peons of the college, proper schedule for the same is prepared.
- Campus maintenance is outsourced to the agency and routine inspection is done by the supervisor for the same.
- Student council has a member who ensures that classrooms are clean.
- A faculty is designated as in charge of 'campus cleanliness' so that issues if any are addressed immediately.
- Our students participated in 'Swaccha Bharat Abhiyan' through practice teaching schools. They also conducted lessons on 'best out of waste' under the aegis of Nai-Talim. Each student gave two experiential lessons with the main objective of teaching the student to reduce the waste and reuse as much as possible. Poster making. Dramatization, Simulation, role play etc. is used by the students in practice teaching schools to create awareness about green campus.
- Green practices also involve sustainable purchases meaning, the electronic devices or systems are purchased with a possibility of updating of storage or extended software support etc. thereby discouraging the need to buy new products.

Using natural resources thoughtfully and judiciously is the value that is stressed throughout the course.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

Three of the above

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

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

10000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

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

- Local resources in the form of a workshop conducted in collaboration with Fevicryl, India was used this year. A workshop was conducted in collaboration with them where students learned to make many items using waste or unused items. The learnings from this workshop were used for the extended community, i.e. practice teaching schools. Students gave demonstrations of the articles that can be made and

generated some more ideas with the help of the students.

- Resources available in the form of our DSM students (Distance mode teachers) have proved to be a very important asset to design and execute programmes like tree plantation, conducting competitions, awareness drives in schools etc.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

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

1.Title: Sustainable Development Goals in Education

Chembur Sarvankash Shikshanshstra Mahavidyalaya (CSSM) implemented an online awareness workshop on Sustainable Development Goals (SDGs). Students were familiarized with the 17 global goals and equipped to promote SDGs in practice teaching schools. Despite challenges, students conducted successful lessons in offline mode, achieving the objective of raising awareness. The workshop enriched students' knowledge of UN, SDGs, and India's progress. No additional physical resources were required as the program utilized in-house facilities for its execution.

2.Title:-EmpowHER: Fostering Women's Progress and Well-being

EmpowHER: Fostering Women's Progress and Well-being programme encompassed programs focusing on women's empowerment, including cyberbullying awareness, Women's Equality Day, sustainable menstruation practices, and adherence to Visakha Guidelines. These initiatives aim to raise awareness, promote gender equality, combat cyberbullying, and encourage sustainable menstrual practices. Through SITA, women are empowered with knowledge and resources, fostering a safer and more equitable society for all.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Distinctiveness related to its vision, priority and thrust:

Action research has always been a part of B.Ed. curriculum. This exposure to research though very useful to teacher trainees, doesn't really get prominence in the overall B. Ed curriculum. We, as an institution had been brainstorming about it and it was thought that creating a platform for the presentation of their research was a good idea. The thought was pursued with neighboring institute of Education and Research, and emerged a unique programme where we could successfully collaborate with Board of Studies in Education. A unique competition was started with following objectives.

1. To encourage fresh researchers by giving them a formal platform: Student teachers get to present and share their research and explore the possibilities of furthering their knowledge in the area of importance.
2. To foster competitive environment and creativity: pushing participants to explore new ideas and methodologies and to learn from each other.
3. To give visibility and recognition to the fresh researchers from various colleges of education.: Winning or even participating in renowned competitions brings visibility and recognition to researchers and their work that leads to increased opportunities in job market, research funding from institutions like SCERT, NCERT etc.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File