

AQAR Review Message

1 message

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

9 May 2024 at 14:37



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

Dear User,
Institution name : CHEMBURSARVANKASHSHIKSHANSHASTRAMAHAVIDYALAYA

Your AQAR of the year (2022-2023) has been approved successfully.

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



YEARLY STATUS REPORT - 2022-2023

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
• 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	Grants-in aid				
• Name of the Affiliating University	University of Mumbai				
• Name of the IQAC Co-ordinator/Director	Dr.Jayesh Raghunath Jadhav				
• Phone No.	9209670238				
• Alternate phone No.(IQAC)	9987085731				
• Mobile (IQAC)	9209670238				
• IQAC e-mail address	dr.jayeshrjadhav@gmail.com				
• Alternate e-mail address (IQAC)	principal@cssm.in				
3.Website address	https://www.cssm.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.cssm.in/wp-content/uploads/2024/02/AQAR-21-22.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-2022-23.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/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Chembur Sarvankash Shikshanshast ra Mahavidyalaya	Salary	Government of Maharashtra	01/06/2022	2,90,72,469
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? 			No	
<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)				
Two days workshop on 'I' for inclusion in collaboration with Xavier's Resource Center for the visually challenged (XRCVC) on 27-28 April 2023				
Two days workshop on 'Art Integration in Education' in collaboration with Pidilite was organized from 6-8 October 2022				
Ten days certificate course on 'Spoken Sanskrit' organized in collaboration with CSSM alumni & existing students.				
A capacity building programme in collaboration with S.T. College of				

education, BTTC & Gokhale college of education was organized from 1-3 February 2023

Organization of research methodology workshop in collaboration with D.D. Vispute college of education & Gurukrupa College of education 8 January 2023 & 19 March 2023.

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
To organize of ten days certificate course	Ten days certificate course on 'Spoken Sanskrit' was successfully organized in collaboration with CSSM alumni & current students
To organize programme on 'Art Integration in Education'	Two days workshop on 'Art Integration in Education' was successfully organized in collaboration with Pidilite from 6-8 October 2022
To promote research culture and organize research activities	Two state level workshops in Collaboration with D.D.Vispute College & Gurukrupa College of education was organized on 8 January & 19 March 2023
To organize Capacity Building Programme in collaboration with other institutes	Capacity Building Programme in collaboration with S.T. College, BTTC College & Gokhale College of education was successfully organized from 1-3 February 2023
To organize sensitization programme on Inclusivity in Classroom	Two days workshop on 'I' for inclusion in collaboration with Xavier's Resourse Center for the visually challenged (XRCVC) was successfully organized on 27-28 April 2023

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
2022-23	14/02/2024

15. Multidisciplinary / interdisciplinary

Currently, Chembur Sarvankash Shikshanshastra Mahavidyalaya operates as an independent institution offering a two-year full-time B.Ed. course. The National Education Policy (NEP) 2020 advocates for a multidisciplinary and interdisciplinary approach in education. In response to this directive, the institution has outlined plans for an enriched approach aimed at transforming into a multidisciplinary/interdisciplinary institution. These plans are designed in accordance with the guidelines set forth by the appropriate authorities.

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 are guided to generate their ABC IDs to facilitate new credit system, which will significantly enhance their academic flexibility and mobility.

17. Skill development:

Skill Development is an important aspect for the College of Education. The future teachers are trained with all the necessary skills that enables them to be the teacher of 21st Century. In the institute the future teachers are trained with the following skills.

1. Pedagogical Skills: -Pedagogical Skills involve mastering various methods of teaching. It also includes skills of lesson planning, classroom management, assessment and evaluation skills.

2. Communication Skills: - Communication skills prepare the future teachers to communicate effectively with students, peers, parents etc.

3. Technology Integration: - These skills enable the future

teacher to integrate the technology and digital advancement in their teaching learning process.

4. Critical Thinking and Problem-Solving: - This skill helps the learner to critically analyze the data and develop problem solving skills.

5. Life Skills: -These skills include the ability to work independently, and to be adaptable.

6. Collaboration and Teamwork: - These skills Inculcate a sense of teamwork and collaborative learning among students. Teachers often work in teams, and the ability to collaborate effectively is valuable.

The skill development activities are structured ensuring that future teachers are adequately equipped to meet the requirements of the teaching profession. The skill development is embedded in theory & practice.

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

The institution offers a grant-in-aid B.Ed. program primarily conducted in Marathi. Students can choose to write their papers in Marathi, Hindi, or English, in line with the institution's commitment to promoting Indian languages. Throughout the year, the institution actively promotes Indian culture by organizing various cultural programs.

Recently, the institution has introduced a 10-day online certificate course in Spoken Sanskrit . In addition, the institution has launched a certificate course in Modi Script .The institution strictly follows a three-language policy.

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

The B.Ed. Programme is a two-year full-time course consisting of four semesters. At the beginning of each year, students are introduced to the Programme objectives (PO) and Course objectives (CO) during an orientation session. The entire teaching-learning process is designed with Outcome Based Education (OBE) in mind. The institution adopts an educational approach that emphasizes the learning outcomes students are expected to attain by the conclusion of a course or program. The achievement of OBE is assessed and evaluated through 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	194
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	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	97
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	94
Number of graduating students during the year	

File Description	Documents
Data Template	View File
2.6	97
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	3549646
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	30
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	12
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	12
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	
Our institution is affiliated to the University of Mumbai and it	

adheres to the NCTE's curricular framework and the Choice Based Credit System's course outline for the two-year B.Ed. degree program. Subjects are distributed as per the semester wise pattern. Timetable in charge prepare a detail academic calendar of academic and co-curricular activities at the beginning of each semester. All of the staff members are informed about the academic calendar and time table well in advance. We have regular staff meeting. Any necessary revisions to the Academic Calendar are discussed with the staff members in staff meetings regularly and made necessary changes as per the discussion. The curriculum is enriched with variety of course content and various activities. Therefore, we have separate in charge for academic as well as curricular activities for its smooth functioning. Such as internship program, student council, internal examinations, university examination. etc. A separate schedule has been prepared by them and circulated to all of the staff members. After preparation the schedule has been displayed on the college notice boards in each class rooms for the benefit of the pupils. Academic calendar and Time table has been prepared and displayed accordingly.

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

C. Any 3 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 students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

B. Any 3 of the Above

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**

23

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

4

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

4

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

203

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

203

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

94

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

94

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 NCTE's curricular framework has mainly focuses on skill and value based training for student teachers. Our curriculum is enriched with various types of Assignments, Research and Community work Projects etc. Students were provided with hands on experiences through internship programme. Also they were provided opportunities for the development of knowledge, skills, values and attitudes through various academic and co-curricular activities. It gives ample opportunity to develop knowledge, skills and values. E.g. Pre-practice teaching workshop, capacity building program, soft skill training program, art integrated education, brain based learning and experiential learning workshop, internship program etc. these activities provided them an ample opportunity to apply the acquired professional knowledge and skills in their daily teaching and learning process.

We always aim at providing Procedural Knowledge to make our students capable to teach at different levels of schools. Students were provided guidance about theory and practical part of specific subject which is chosen as a pedagogy of school subject by the student as per the NCTE norms. Students are provided with actual experience of teaching that pedagogy through Internship programme. College organised various skill based activities for the development of competencies and skills among our students to become an effective teacher.

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

B.Ed. curriculum has mainly focuses on global perspective of education. The core courses like Assessment for learning, Educational Management includes characteristics of various Boards of Education namely SSC, CBSE, ICSE, IGCSE and IB., An assignment on study and comparison of format related to Continuous comprehensive assessment of different school boards. It deals with the establishment of different school boards in India, Assessment system, and Evaluation pattern. Our institution always caters the needs of students regarding the above and tried to aware them through curricular activities, mentor group discussion and guidance. Students were provided with hands on experiences through internship programme. Internship is conducted in all types of schools such as Govt aided, Unaided, Pvt, International, BMC etc. so as to expose them to handle all types of students. CSSM gets to familiarise students teachers about various Boards of school education within Indian and International level. CSSM offers assignments in CC4 about various evaluation systems in India as well as an International school. We are aware of the norms and standards of various school boards of India and Abroad through class seminars.

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

The B.Ed. program is mainly focuses on the professional development of student teachers. In the beginning of the course students were oriented with the framework, course content and practical aspects of it which change their attitude towards teaching profession. Students learn art and science of teaching through lectures and activities organised by the college. Very first student need to perform their art and skill in talent search program. This gives an ample opportunity to enhance their confidence and inner qualities.

We organise pre-practice teaching workshop which help our student to build their subject knowledge and teaching skill. Also it helps us to assist them in the development of knowledge and teaching skills. Internship is an important practical part of B.Ed. program which plays a vital role in boosting teaching skills, content knowledge, values and ethics professionally among students. They supposed to work as a teacher in various schools stipulated by the college for internship program where they get actual school teaching experiences and student engagement. CSSM always try to provide opportunities for professional development of our students by organising various activities and programs such as teaching Methodology workshop, technology based education, community work, field visits, action research paper presentation etc.

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

1.4 - Feedback System

<p>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</p>	<p>All of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Sample filled-in feedback forms of the stake holders</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>View File</p>
<p>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p>	<p>Feedback collected, analyzed, action taken and available on website</p>
<p>File Description</p>	<p>Documents</p>
<p>Stakeholder feedback analysis report with seal and signature of the Principal</p>	<p>View File</p>
<p>Action taken report of the institution with seal and signature of the Principal</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>View File</p>
<p>TEACHING-LEARNING AND EVALUATION</p>	
<p>2.1 - Student Enrollment and Profile</p>	
<p>2.1.1 - Enrolment of students during the year</p>	
<p>97</p>	
<p>2.1.1.1 - Number of students enrolled during the year</p>	
<p>97</p>	

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

44

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

44

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

4

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

4

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.

Students gain admission by successfully passing the CET during enrolment. CSSM extends comprehensive support to students with diverse learning abilities. Faculty members are committed to providing every conceivable resource to enrich the learning experience. They actively engage students of varying abilities during class sessions by posing questions related to the topics covered. This approach fosters improvement in performance for upcoming university examinations.

Moreover, faculty members revisit key topics upon student request, offer supplementary materials like hand-outs and recommend reference books. Emphasis is placed on teaching students how to effectively answer exam questions, ensuring optimal marks in both sessional and university exams. Tutorials and remedial classes are conducted to further boost student performance.

Assignments are assigned to encourage active participation, including debates, quizzes, and essay writing. Students are encouraged to present their research papers and participate in seminars. Additionally, they are motivated to explore new information and advanced concepts online to unlock their full potential.

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 Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Four/Three of the above
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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
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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 strive to create engaging and interactive classes, fostering innovative thinking and unique interpretations. The college employs various methods, including audio-visual techniques, Google Classroom, seminar presentations, short films, brainstorming, lectures combined with discussions, cooperative learning, and projects, to facilitate experiential and participatory learning.

Participatory learning involves workshops such as micro-teaching, pre-practice teaching workshops, evaluation workshops, assignments, and seminar presentations, providing student-teachers with hands-on learning experiences.

Experiential learning opportunities abound, such as gallery walk activities and visits arranged by the college to help student-teachers understand the needs of differently-abled students.

To address challenges and enhance performance in university examinations, remedial teaching sessions are conducted by teacher educators to clarify doubts and resolve difficulties related to theory papers.

Student representatives play active roles on committees like the Student Council Cell and the Department LifeLong Learning (DLLE), contributing to decision-making processes, promoting transparency, and fostering a sense of responsibility among peers.

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://www.mentalup.co/blog/multiple-intelligence-test
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

97

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	http://www.youtube.com/@dr.jjedu-tube2161
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

The college has implemented various measures to enhance the effectiveness of student mentoring. The college environment is conducive to the holistic development of student teachers. Each teacher is selected based on their ability to exemplify quality teaching practices that embrace diversity and foster supportive classroom environments for all students' personal, social, and

academic growth. Further enrichment is provided through a range of programs.

Additional space is allocated within the college premises for teachers to establish direct connections with students in need. Faculty members organize feedback sessions, tutorials, and remedial teaching sessions to ensure optimal performance for every student. Students actively participate in group activities such as assignments, cooperative learning, internships, and co-curricular programs.

To address the challenges of balancing home and work stress, workshops on conflict and stress management are conducted by the institute. Faculty members are equipped with audio-visual aids, LCD projectors, and other tools to facilitate effective and efficient learning experiences.

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 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

Three 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 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

By organizing a wide range of activities, Chembur Sarvankash Shikshanshastra Mahavidyalaya fosters creativity, innovation, intellectual ability, thinking skills, empathy, and life skills.

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. Teachers given preference to creative aspects in teaching to enhance different skills of creativity in the students. The various activities are as follows:

- Create a compassionate, accepting environment (Engaging Special Schools, Shirodkar Special School, Parel and NASEOH, Chembur, Doorstep NGO and 'Happy Flog Old Age home and Old Age home)
- 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 the 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.
- Participation of student teachers in co-curricular activities such as the Celebration of festivals, various competitions, Celebration of Important national days, etc. fosters their development of creativity and innovation.

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

Three/Four of the above

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)

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 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

Eight /Nine of the above

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 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

Three of the above

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

All of the above

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 meticulously organized internship programs in accordance with Mumbai University guidelines.

Internship activities span across the II, III, and IV semesters. The Internship Coordinator provides orientation to the students. Faculty members, along with student-teachers, visit selected schools and junior colleges after obtaining necessary permissions. Student-teachers are grouped, with each group assigned a leader.

Allocation of schools and junior colleges takes into account student-teachers' residences and their teaching pedagogy. Students are

briefed on their roles as teachers during the internship and are informed about the assessment procedures to evaluate their performance.

The internship timetable is prepared on a rotational basis by the coordinator. As per the schedule, student-teachers conduct various types of practice teaching sessions. Method masters and observers provide pre and post-teaching guidance and oral/written feedback. Faculty members assist students in maintaining reflective journals.

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

97

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 adopts effective monitoring mechanisms during internship programme. Method masters and observers provide both pre and post-practice teaching guidance, offering oral and written feedback to student-teachers.

Student-teachers engage in classroom activities as per the requirements of the school principal/supervisor and teachers, participating in both practice teaching lessons and co-curricular activities. They conduct various curricular and extracurricular activities under the supervision of faculty members, school principals, and teachers, aligning with Mumbai University's B.Ed. curriculum.

Different types of practice teaching sessions, including shadow lessons, peer lesson observations, and co-teaching with peers and school teachers, are conducted by student-teachers to meet the curriculum requirements. Some of these lessons are observed by fellow teacher trainees, and feedback is recorded in a Peer Observation book, contributing to the improvement of student-teachers.

Peer support within internship schools aids in planning and executing various activities, fostering a collaborative learning environment.

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

The institution encourages faculty members to engage in the

aforementioned initiatives for their professional development. Faculty members are actively involved in various educational programs and frequently visit other colleges for academic purposes, which contributes to their personal academic growth and ensures they stay abreast of the latest developments.

In order to enhance their knowledge, faculty members undertake diploma courses, short-term courses, certificate programs, professional development programs, and publish research papers. The insights and knowledge gained are shared through internal discussions with colleagues, ensuring everyone stays informed.

Faculty members utilize various references in the library and recommend them to students to update their understanding of the subjects. Additionally, they explore numerous online resources such as YouTube and educational websites to continuously update and enrich their knowledge base.

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

CSSM adheres strictly to the academic schedule for conducting internal evaluation systems. The academic calendar outlines the syllabus commencement and completion dates, as well as the internal exam timetables, which are meticulously arranged and implemented.

Teachers develop teaching plans in accordance with the academic calendar and Mumbai University guidelines. Teacher trainees are required to submit internal work for all theory courses in the B.Ed. program.

Internal exams, including essays, class tests, assignments, and content tests, are conducted each semester prior to university exams.

Project-based activities are integrated into all four semesters of the B.Ed. program. These activities encompass community work, participation in co-curricular activities, internship programs

(including practice teaching lessons and reflective journal preparation), administration of unit tests, action research, and development of learning resources.

In addition to theory courses, two ability courses and one Audit course are spread throughout the four semesters, requiring teacher trainees to prepare and submit reports.

Each teacher conducts tutorials and remedial teaching for their respective courses on relevant topics, while the principal and teachers address students' doubts.

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

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

At Chembur Sarvankash Shikshanshastra Mahavidyalaya, the grievance redressal committee remains actively engaged in identifying and addressing issues promptly to minimize disruptions. Members of the committee conduct rounds before and during examinations to promptly resolve any issues that arise.

The institution maintains a transparent policy for internal assessments, including the practicum component, for all papers. Any student with concerns regarding marks or other matters is encouraged to approach the respective teachers for clarification. However, there have been no grievances related to examinations in the institution. Faculty members consistently brief students on paper patterns, effective answer writing techniques within stipulated timeframes, and guide them on completing front-page information accurately.

Students receive guidance and counselling for addressing grievances related to external theory examinations 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.

At the start of each semester, students receive an orientation about the internal evaluation process. Following the University of Mumbai guidelines for the B.Ed. curriculum, an annual academic calendar is established, outlining both educational and cultural events, which CSSM strictly adheres to.

Students and teachers collaborate to ensure the smooth execution of activities outlined in the academic calendar. Evaluation in the B.Ed. program encompasses both internal and external assessments. Internal evaluation components include assignments, class tests, essay tests, content tests, preparation of learning resources, internships, community work, action research, ability course activities, and audit course.

Both internal and external evaluations for the B.Ed. program are

conducted on a semester basis, in accordance with the academic calendar's provisions.

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 is committed to providing comprehensive and personalized training to its trainees, focusing on pedagogy, theory content, and diverse activities such as presentations and workshops. These workshops, such as 'Resumes, Interviews, and More', are designed to enhance CV writing skills and improve communication during interviews.

In order to empower future educators, the college organizes various programs including Soft Skill Training sessions, workshops on Time Management and Communication Skills. Additionally, workshops like 'Innovative Teaching Methods & Techniques' are conducted to introduce student-teachers to new strategies in education.

To foster research skills, the institution arranges two programs: a one-day state-level workshop on Research Methodology in Education and an Action Research Paper Presentation competition.

Furthermore, the college endeavours to promote values like democracy, empathy, environmental protection, and awareness about learning disabilities through a variety of activities.

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

During the induction program, the Principal familiarizes students with all four semesters of the B.Ed curriculum, outlining program and course outcomes. Course Learning Outcomes (CLOs) are detailed in the syllabus for each course.

The college strictly adheres to the University of Mumbai's criteria for both internal assessment systems and external examinations. Assignments, essay tests, and class tests for each course align with the syllabus and learning outcomes. Additionally, the syllabus incorporates practice teaching, internships, community work activities, action research, and co-curricular activities, all designed around program outcomes.

Students are introduced to new teaching techniques, methods, and models to enhance their skills in response to the evolving demands of the educational field. Tutorials, feedback sessions, and remedial teaching sessions are provided by the college.

Faculty assesses the practicum aspect in line with program outcomes, with student progress recorded in a prescribed format. External examinations administered by the university, alongside internal marks, are reported to students in Grade points format, aligning with Program Learning Outcomes (PLOs) and CLOs.

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.

The final assessment of students reflects their performance across various assessment tasks, with the college prioritizing the enhancement of overall student performance. Adhering to the criteria set by the University of Mumbai, the college implements an internal evaluation system. Faculty members inform and guide students about the syllabus, internal evaluation scheme, objectives, and paper patterns at the outset of the academic term.

It has been noted that students' performance in assignments, essay tests, class tests, content tests, practice teaching lessons, community work, action research, and co-curricular activities adequately addresses their learning needs. To enhance teaching skills, faculty members acquaint students with different teaching models, micro-teaching skills, various teaching methods, and ICT tools.

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/2024/04/sss22-23.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

NIL

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)

NIL

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

One of the above

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

One 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**12**

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**NIL**

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****3**

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

45

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

9

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

9

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.

The main purpose of Outreach activities is to create awareness among students about various social issues and sensitizing students about the social issues. CSSM takes consistent effort to inculcate the values like social responsibility through various programmes through implementing following activities.

1. Field visit - Old Age Home, Special School Visit, Leprosy Patient Visit, etc. under by community work. Survey was conducted to Adivasi Pada to know their all problems .
2. conducted Cleanliness Abhiyaan of Adivasi pada.
3. Participation in Swachh Bharat Abhiyaan in different internship schools.
4. Organizing different NGO's visit.
5. Through the DLLE Department of Mumbai University, in the schools of the internship, under PEC Debates ,Conferences ,Seminars ,Discussions , Workshops ,Various Lectures are conducted on the following theme various subjects like HIV-AIDS, E-waste management, Rain Water Harvesting, Pollution, the Girl Child, etc. topics are brought to awareness among the students.
6. 'UDAAN FESTIVAL' of DLLE, University of Mumbai the institute participated into various competitions like street play, Elocutions Competition, Posters making, to sing powada & creative writing, etc .
7. At the school level - such as a drama, case study, poster making, safety training programme activities were conducted successfully .

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

3

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**

2

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

2

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

4

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

Three/Four of the above

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

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

CSSMahavidyalaya is eminent in providing quality education in the education field to ensure the 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 has uninterrupted Wi-Fi connectivity and is widely used by students, faculty, and staff.

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 widely use 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 is 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 the Language laboratory students learn the English language smoothly. The language laboratory has an audio-visual equipment installation to aid in students' language teaching quickly.

Research Cell: It is a center where scholarly discussions, presentations, and guidance are provided to Ph.D. Scholars with four computer nodes with Wi-Fi connectivity.

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

6

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)

325892.00

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://www.cssm.in/infrastructure/library/
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

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)

50891.00

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

1628

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

Three 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. For effective teaching and learning teachers are using LCD projectors and screens. In the college computer lab, there are a total of 25 desktop sets and 3 laptops for academic use by the students. for gathering the information for their lessons, notes, and presentation these computer lab is a boon to the CSSM students. All devices have licensed copies of Windows and this lab is maintained by a professional person. In the library, there are five desktop computers that facilitate easy access to NLIST resources. The library has a Calibre e-library that can be used through a LAN connection.

In the administrative section, the college has 2 photocopier machines that are used by administrative staff as well as a photocopy facility that is given to the students at the minimum charge. For the smooth functioning of accounts and for audit purposes CSSM administration department uses the Tally package with the latest version. The college has 1 Bluetooth speaker and 2 hand mikes that are widely used in the delivery of lectures in a wide spectrum.

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

5:1

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

Two 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	http://www.youtube.com/@dr.jjedu-tube2161
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)**228136.19**

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

The college prepares a financial budget for every academic year. With necessary changes Governing Body of the Management sanctions the budget. Budget facilitates college administration to maintain, upgrade, add or facilities for the benefit of the student. Provision is made in the budget regarding expenditure on repair and maintenance of infrastructure facilities, electronics equipments, maintenance of solar panels and facilities required for smooth functioning of the College. 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. The Library Committee comprises of two senior teachers two student representatives, one teacher from self finance course, Librarian and Principal as a chairperson of the committee. Committee looks after all the suggestions and do implement them. The committee work for the benefit of the students and faculty members. Proper agenda is prepared before the meeting is called for, minutes are jotted down and committee keenly take interest that decisions taken are implemented properly. For cleaning and maintenance purpose house keeping service is outsourced. Cleaning is done in the library, classrooms, administration area and campus.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.cssm.in/
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

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)

Three of the above

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
17	97

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).

16

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)

11

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

In our college, the Student Council serves as a link between students, teachers and the management to facilitate better cooperation and smooth functioning of day-to-day activities as well as co-curricular and extra-curricular activities. In fact, Student Council representatives are part of some of the relevant college management committees. Since they represent the

students, their contribution in improving the quality of education is essential. The Student Council representatives, who are elected through a secret ballot, apprise the administration of students' grievances, if any, and suggest ways and means to improve the overall development and well-being of the students. Besides regular posts of Student Council, our college has separate representatives who are in charge of Cleanliness, Discipline and Attendance. Our Student Council's role is crucial in organising

various events and activities such as cultural programmes, sports competitions, seminars and workshops as well as group activities like field trips and picnics. They help in executing the community works planned by the faculty.

Currently, our Student Council has the following portfolios:

General Secretary, Class Representative Cultural In charge, Grievance In charge, Sport and visit In charge, Cleanliness In charge and Discipline and Attendance In charge.

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

18

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 non-registered but functional. 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 prove 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.

This year, the alumni of Sanskrit method organised Online Sanskrit Course from 21/1/23 to 30/1/23. The alumni MS.Ketaki Satpute acted as Resource Person for the course. Participants were presented certificates .The alumni Mr.Shrikant Kulkarni organised Modi Language Training Programme from 4/1/23 to 24/1/23 Every year, the alumni actively participate in college cultural activities.'Diwali Pahat'is one such Programme which is specifically organized by the Alumni. Our Alumni Dr. Bhaksar Thube (1998-99) also assist us in evaluating intercollegiate action research competition. Our alumni students also gives donation for the development of institution. Thus our alumni helps in smooth functioning academic, cultural and economical development.

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 old 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 visit 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.

The alumni contribute to the welfare of the current students and the institution in various ways such as donations for different causes, guidance of students in academic activities and participation in competitions, seminars, workshops etc.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision of our Chembur Education Society is???????????????????? |
 ?????????????????s????????? ||

i.e. elevate yourself through the power of your mind. The Teacher should be a Lifelong Learner.

Our Mission is

"To produce teachers with a high purpose & intense pragmatism who will be the change agents in the future."

At our institution, our vision is to inspire self-elevation through the limitless power of the mind. We aim to instill in every individual the belief that they can achieve greatness by nurturing their intellectual curiosity and continuously expanding their horizons. We envision teachers to be lifelong learners who embrace knowledge as a lifelong journey. Our institution's governance is rooted in democratic principles and inclusive decision-making. The governing bodies consist of representatives from all stakeholders, ensuring a diverse range of perspectives and ideas.

Our prospective 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:-

1) Promote & enhance a sense of lifelong learning among teachers.

2) Strengthen a culture of innovation and collaboration among teachers.

3) 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 and 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 'I for Inclusion 'through curriculum' as a strategic programme in collaboration with for Xavier's Resource Centre for the Visually Challenged (XRCVC) The activity is successfully implemented as follows:

Curriculum Mapping and analysis: - The course on creating an Inclusive School is analysed to find out the topics that will help the learner to understand additional knowledge related to inclusivity.

Training to teachers: - A work shop is conducted by the expert in the filed of inclusion. The workshop gave hands on experience to trainee teachers about various dimensions of inclusivity.

The following major topics were included as a part of workshop

Understanding Disabilities & legislations, Assistive technology, Orientation to Indian Sign language, general principles of inclusion etc.

Monitoring and Evaluation: - The learner's participation in the workshop is monitored and evaluated.

Thus by aligning the topics with the course the trainee teachers are sensitized to needs and principles of inclusion.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.cssm.in/wp-content/uploads/2024/02/IOAC-Minutes-2022-23.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.

The institution has effectively executed its strategic plan by employing a comprehensive and well-structured approach, encompassing key elements such as planning, communication, resource allocation, actionable steps, performance monitoring, continuous improvement, inclusivity, flexibility, and adaptability. As part of this strategy, the institution has successfully implemented the "I for Inclusion" program through curriculum integration, in collaboration with Xavier's Resource Centre for the Visually Challenged (XRCVC). The implementation entails several steps: Firstly, a thorough analysis of the curriculum on creating an Inclusive School was conducted to identify relevant topics enhancing understanding of inclusivity. Subsequently, a workshop was organized, facilitated by inclusion experts, providing hands-on experience to teacher trainees on various aspects of inclusivity, including understanding disabilities and legislations, assistive technology, Indian Sign Language orientation, and general inclusion principles. The participation of trainee teachers in the workshop was closely monitored and evaluated, ensuring alignment with course objectives and sensitizing them to the needs and principles of inclusion.

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

Five/Six of the above

Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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 has decided to foster a research-oriented environment within the institution through collaborative efforts. Consequently, the institution will host a one-day state-level workshop on Research Methodology in Education in partnership with D D Vispute College of Education, Panvel, with which our college has a Memorandum of Understanding (MoU). Scheduled for January 8th, 2023, the workshop aims to equip research scholars with the necessary skills and capabilities to conduct effective research in the field of Education. It also seeks to guide participants in transforming their completed research into high-quality publishable material, such as articles, journals, and books. The workshop is meticulously designed to provide practical guidance and support researchers throughout the research process, from identifying a research problem to dissertation submission, report writing, and crafting research articles.

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 institution implements a range of welfare measures aimed at ensuring the well-being and professional growth of both teaching and non-teaching staff members.

1. Opportunities for professional development: Firstly, opportunities for professional development and skill enhancement are provided through workshops, seminars, and training sessions to keep them abreast of the latest developments in their respective fields.

2. Healthy work-life balance: - Secondly, the institution prioritizes maintaining a healthy work-life balance by organizing staff picnics, occasional tours, and ensuring reasonable working hours and leave policies.

3. Financial Support: -Thirdly, financial support in the form of advances is available to staff members upon request.

4. Recognition & Awards: - Additionally, outstanding contributions of staff members are recognized through various means, and a pension plan is offered to eligible staff members.

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

5

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.

5

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

6

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 process consists of two stages. Firstly, employees conduct a self-assessment where they evaluate their own performance, reflecting on their achievements, strengths, weaknesses, and areas for improvement. This self-reflection fosters accountability and self-awareness. Secondly, the Principal evaluates the performance of teaching and non-teaching staff. This assessment is based on predefined criteria and goals established at the beginning of the appraisal cycle. The Principal considers various factors including objective data, feedback from colleagues and students, and the employee's self-assessment. The evaluation aims to recognize achievements, identify areas for improvement, and align performance with organizational objectives. By combining self-assessment with evaluation by higher authorities, the institution gains a comprehensive understanding of employee performance. This approach facilitates the identification of discrepancies between self-perception and external assessment, promoting fairness and balance in performance evaluation. Ultimately, it supports targeted employee development and contributes to overall institutional progress.

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 both internal and external financial audits regularly to ensure the accuracy and reliability of its financial records. Internal audits are carried out by a team of internal auditors who scrutinize the institution's financial procedures and controls. They review financial records, processes, and internal

controls to detect any discrepancies, inefficiencies, or potential risks. The internal audit team evaluates the accuracy of financial transactions, appropriateness of fund utilization, and adherence to institutional policies. Their findings are communicated to management, and corrective measures are suggested as necessary. External audits are conducted by the Government of Maharashtra, Joint Director Office. External auditors meticulously examine the institution's financial statements, transactions, and compliance with legal and accounting standards. The aim is to provide an impartial assessment of the institution's financial status and the accuracy of financial reporting. External auditors issue an audit report containing 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)

147800

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 employs various strategies to secure funds and ensure efficient resource utilization. These include:

1. Generating revenue through student fees.
2. Securing grants from the government for both salary and non-salary purposes.
3. Soliciting donations from alumni to support institutional programs and activities.

To optimize resource utilization, the institution undertakes several initiatives:

1. Developing a strategic plan to delineate goals and allocate resources accordingly.
2. Implementing cost-saving measures like energy conservation and competitive procurement.
3. Effective financial management through diligent expense tracking and alignment of spending with institutional objectives.
4. Comprehensive budgeting and planning to allocate funds based on strategic priorities.
5. Efficient resource allocation to maximize impact on teaching, research, and infrastructure development.
6. Investment 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 employs various mechanisms to embed quality assurance strategies, utilizing Internal Quality Assurance Cell (IQAC), College Development Committee (CDC), College Management Committee (CMC), and Staff Meetings. The IQAC plays a pivotal role

in formulating and executing quality assurance policies and protocols. It conducts faculty development programs aimed at improving teaching methodologies, research capabilities, and professional skills. Additionally, the IQAC continually monitors the progress of quality enhancement initiatives, adjusting strategies as necessary to meet established goals. The College Management Committee (CMC) and College Development Committee (CDC) also contribute to ensuring the effective implementation of quality assurance strategies at Chembur Sarvankash Shikshanshastra Mahavidyalaya. Furthermore, regular staff meetings are held to review the teaching-learning process.

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 employs several mechanisms to regularly evaluate its teaching-learning process, facilitated by the Internal Quality Assurance Cell (IQAC), College Development Committee (CDC), and College Management Committee (CMC).

Student Feedback: Anonymous surveys or feedback mechanisms are conducted by the IQAC to collect students' opinions on teaching quality, course content, and overall learning experience.

Course Evaluations: Students are asked to assess courses at the conclusion of each semester.

Learning Outcome Assessment: The IQAC evaluates students' learning outcomes through various assessments like tests, assignments, and projects to ensure alignment with learning objectives.

Faculty Development Programs: Workshops and training sessions are organized by the IQAC to enhance faculty teaching skills and utilize modern teaching methodologies.

Use of Technology: The integration of technology in the teaching-learning process is assessed by the IQAC.

Analysis of Academic Performance: Academic performance data, including grades and student progression rates, are analyzed by the IQAC to identify any noteworthy trends or patterns.

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

Through this comprehensive approach to reviewing the teaching-learning process, the institution can pinpoint areas of strength, address weaknesses, and implement tailored improvements, ultimately enhancing student learning outcomes and fostering 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

7

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 mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic

Three of the above

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-Minutes-2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.cssm.in/wp-content/uploads/2024/02/AQAR-21-22.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 made notable advancements in two key areas: Research and Technology Enhanced Pedagogy.

In the Research domain:

A collaborative research workshop on Research Methodology in Education has been launched. Collaborative research work shop as organized in collaboration with D D Vispute college of education & Gurukrupa college of education

Faculty members have successfully published papers in Peer Reviewed/UGC CARE listed journals.

An 'Advance Certificate course in Action Research' has been introduced.

A comprehensive database of research publications by faculty members has been established.

Workshops focusing on 'Intellectual Property Rights-Creative India, Innovative India, and Ethics' have been conducted.

Regarding Technology Enhanced Pedagogy:

The institution has adopted a blended learning approach, combining traditional face-to-face instruction with online learning.

Faculty members have received training on leveraging technology to enhance teaching and learning.

Online assessment platforms have been implemented, facilitating both objective and subjective assessments, providing instant feedback, and streamlining 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.

Energy conservation is taken very seriously at CSSM. Under the banner 'Small step for big save' we renewed our energy saving practices from the previous year and decided to keep working on developing the 'conscience' for energy saving. While routines from the previous years were continued, shaping the attitude towards energy saving was the main approach this year.

- Attitude shaping is an important step for any corrective

behaviour as it makes eachone of us responsible in the long run. Instead of forcing ready ideas, class discussion on energy conservation was conducted. Students were asked to come forward with ideas to kerb the electricity bill. They came up with standard solutions like to like zero consumption hour, switching off all the buttons including plugs in the entire building, responsible use of lights and fans etc. But more than this, they volunteered to check all this before leaving the campus.

- Use of LED is a routine practice.
- Regular inspections and repairs of electric appliances to ensure that there is no energy wastage.
- 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.

The world is talking about the grave consequences of the nonsegregation of waste. The importance of segregation if not understood by us is going to lead to grave consequences.start adopting environment friendly lifestyle. In order to make big change, one needs to start small and segregation ofthe dry or solid waste is one small step towards the same. By folowing due diligence in segregation westrengthen the government effort to combat this issue.

The waste generated is handled systematically. Mumbai municipal corporation collects the wet and dry waste from the institution on a day to day basis.

- Institution maintains separate bins to maintain dry and wet waste in keeping with minimal waste generation, the institution encouraged the students not to generate the any wet waste. The idea has been successful and we have reached almost zero waste generation as far as set waste generation.
- CSSM has outsourced the building maintenance and the contract is renewed from time to time on yearly basis.
- We also had compost pit which is recently discontinued as we are undergoing infrastructural redevelopment. Even the Bio gas

plant that we had catered to the need of the pantry.

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

Three 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

Maintenance of cleanliness, sanitation:

- Campus maintenance is which is outsourced to the agency has appointed a supervisor who checks whether the work is done to the satisfaction and standard routine practices are followed.
- If there is littering in the classrooms, peons immediately bring it to the notice of the faculty. Faculty makes announcements in the class and action is taken immediately. Our peons are proactive in the matter and they go to the root of the cause and ensure that classrooms stay totally clean.
- A faculty is designated as in charge of 'campus cleanliness' so that issues if any are addressed immediately.
- Students 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.

Green cover and providing a pollution free healthy environment:

- 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

Four 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)

746881

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

- Local resources are always used to conduct various workshops, activities, sensitization programmes and even community work. Collaboration with Pidilite India, NASEOH, Hashu Adbvani College for special education, School for hearing impaired etc, has become a routine over the period of time.
- Preference is given to local resources available within the campus, in our experimental school or even the faculty from our D.EL. Ed college to conduct programs or they are invited to judge the competitions or even share their innovative experiences.
- Nai talim workshop is conducted with the help of our past students, and even with the help of regular students where the students with skill share the work with other students

thereby allowing various experiences to the classroom where everyone is expected to learn about the exclusive concept given by Gandhiji. 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.

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

B. Any 3 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

I) Title of the practice: 'Share, Care and Grow'

Objectives of the practice:

1. To share the resources with other institutions for greater good.
2. To create platform for student interactions.
3. To conduct personality development programs for the B.Ed. student teachers.
4. To nurture healthy atmosphere between the institutions & students thereby leading to healthy dialogue

II) Title of the practice: 'Sanskrit Sambhashan Varga: A step towards Indian Knowledge system (IKS)'

Objectives of the practice:

1. To acquaint the students with Sanskrit language.
2. To help students to overcome the fear of Sanskrit, if any.
3. To introduce Sanskrit as the conversational language vis a vis Sanskrit as a classical language.
4. To equip the students with conversational Sanskrit.

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

Taking up the propagation of Indian Knowledge System as the thrust area this year, the institution decided to conduct a series of

programmes on Indian Knowledge System. Through this initiative we wanted to draw attention of our students towards the unique legacies that we have. Government is striving to cultivate a sense of pride and understand the rich past that we neglected to far. During Covid times, we successfully implemented the 'Sanskrit Sambhashan Varga' which was initiated as a part of our contribution to IKS. Taking up from there, we started Modi Lipi classes for our students. The course rolled out systematically for 12 days, 30 hours. Initially we kept it open only for in house students and faculty. The voluntary response to it was overwhelming and the programme culminated with proper examination and certification thereafter. An extension of the same activity was 'Ancient Coins exhibition.' The exhibition was a success and one of the practice teaching schools invited the group to conduct the same in their school. This has definitely motivated us to take up more of such initiatives.

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