

Chembur Education Society's
Chembur Sarvankash Shikshanshastra Mahavidyalaya,
R. C. Marg, Chembur, Mumbai 400071



SSR 3 - Research and Outreach Activities

3.3 Outreach Activities

3.3.3: Percentage of Student participation in National Priority Programmes such as Swatch Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, and National Water Mission.

➤ Documentary evidence records.


Principal
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SSR Criterion 3: - Research and Outreach Activities



3.3.3: Percentage of Student participation in National Priority Programmes such as Swatch Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, and National Water Mission.

During the last five years college conducted various indoor and outdoor activities. Considering National Priority Programmes such as Swatch Bharat, AIDs awareness, Gender Sensitivity, Yoga, Digital India, and National Water Mission as the main focus area of activities.

- **Under Swatch Bharat Mission** Cleanliness Drive was conducted on 1st Oct 2018 and 1st Oct 2019 was conducted. Total 80% percentage was participated. Students cleaned the campus, library, posters, slogans were prepared students enjoyed the activity.
- **AIDS awareness Programme** – the college conducted AIDS awareness programme on 1st Dec 2021, 10th Feb 2022 and. 7th March 2023 student's participation was 85%, 70% and 45 % respectively. The main objective of the programme was to spread awareness about slowing down the spread of HIV infection so as to reduce mortality, negative social impact of AID in the society. Students were informed about the disease its causes, and its medical and remedial provisions. 2. To sensitize students i.e. maintain empathy towards them. Students conducted various activities like talk on AIDS awareness programme, games etc.
- **Gender Sensitivity** - Gender Justice, Equality, and inclusion of transgender, developing feeling among the students they have also equal right and deserve respect from the society is the need of today's society. It is very important to change conservative attitude and belief in the turbulent times, so gender sensitization is crucial. The college conducted following programmes on Gender Sensitivity the aim of the programme was to make awareness about Gender sensitization. Various talks, activities were taken during the gender sensitization programme.
- On 21st Dec 2019 **Vidhi Jagrukta** programme was taken 90% student's attended the programme.
- On 26th August 2021 **Women Equality Day** was celebrated. 85 % students were present for the programme

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- On 8th March 2022 **Sexual Harassment of women and Vishaka Guidelines** programme was conducted. 85% students were attended the programme.
- On 15th Oct 2022 conducted programme on the theme of **The Girl Child**. 45% students attended the programme.
- On 7th Feb., 2022 the programme of **Transgender issues and Challenges** was there. 45 % students attended the programme.
- On 26th Sept 2022 the programme of **Cyber-Crime and Women Safety** programme was conducted. Approximately 45% students attended the programme.
- On 15th Oct 2022, A talk on '**Harassment of Women**' was organised in the institution. 45 % students attended the programme.
- On 5th March 2023, one day session on **The Laws Protecting Women** was conducted. . Approximately, 70% students attended the programme.

Yoga


Apart from curricular activity that focuses on cognitive domain, the physical, mental, emotional, spiritual development is also needed. The institution made consistent efforts to impart all round education to students. Every year college celebrated yoga day and conducted various activities. The main purpose of all activities was to create a union of the body, mind, soul and universal conscious through yoga session and to experience the deep states of freedom, peace and self-realisation.

The Institution conducted various sessions like Yoga: Psychological Prospective of Ashtang Yoga on 21st June 2021. 90% students attended the programme. Importance of Suyanamaskar and intricacies of the same were taught which was attended by 74% students. A session on Shatkriya, the internal cleansing process had massive response of 90% of the student population. The college celebrates International YOGA day every year.

Digital India

Considering the national priority programmes college organised different workshops. A few programmes are listed below,

- On 15th March 2023 **E-Waste Management** programme was organised. 45 students participated in the programme.


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- On 26th Sept 2022 Cyber Crime and Women Safety programme was organised. 45 students participated in the programme.
- On 6th June 2020 Job creation through digital platform programme was organised. 80 students participated in the programme.
- On 18th Jan 2021 Cyber Sakhi programme was organised. 45 student's par
- On 15th February 2021 Training for creating Social Networking platform was organised. 45 students participated in the programme participated in the programme.

Digital India

CSSM has high speed internet connectivity and Wi-Fi access across campus to ensure digital access to students and faculty members,

Online Learning resources – this facility helps to provide access to digital access to library in the form of EBook's, academic journals and other online resources to support research and learning .N-LIST is portal through which faculty members can access the e resources. Calibre software provides access to EBook's in a PDF form. Our faculty members have developed QR codes for their learning their resources.

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National priority programme

such as Swatch Bharat, AIDS awareness, Gender sensitivity, Yoga, Digital India, National water Mission during last five years

SWATCH BHARAT ABHIYAAN



AIDS AWARENESS PROGRAMME





VIDHI JAGRUKTA PROGRAMME



A TALK ON 'TRANSGENDER ISSUES AND CHALLENGES' (7/2/2023)



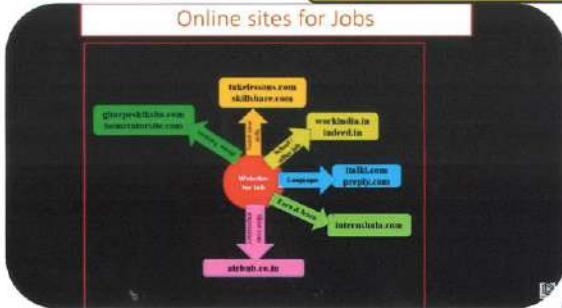
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YOGA DAY 21st June 2021



Job Creation through Digital Revolution- 06.06.2020



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CYBER CRIME & WOMEN SAFETY- 26.9.2022



[Signature]
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DIGITAL LEARNING SPACE
QR CODES FOR LERANING MATERIAL



INTERDISCIPLINARY COURSE 3 (IC 3)

LANGUAGE ACROSS CURRICULUM (अभ्यासक्रमांतर्गत भाषा)

Total Credits: 6

Total Marks: 100

Chembur Sarvankash Shikshanshastra Mahavidyalaya, Chembur, Mumbai – 71.

Dr. Umakant V. Deshmukh

Website: <https://rb.gy/k57ob3>

Unit No	Unit Name	Q R Code
0	B. Ed. IC 3 Syllabus	
1	LANGUAGE AND ITS FUNCTION (भाषा आणि तीचे कार्य) a) Concept of language (भाषेची संकल्पना)	
	b) Characteristics of language (भाषेचे गुणधर्म)	
	c) Functions of Language (भाषेचे कार्य)	
2	Multilingualism and its Implications in the Indian Classroom/Context बहुभाषिकता आणि भारतीय शालेय वर्गामध्ये / संदर्भात अंमलबजावणी a) Multilingualism in the Indian Context भारतीय संदर्भात बहुभाषिकता b) Developing socio-linguistics awareness in the Indian classroom भारतीय वर्गामध्ये सामाजिक-भाषाविज्ञानाबद्दल जाणीव-जागृती विकसित करणे c) Critiquing state policies on language and education भाषा आणि शिक्षणावरील राज्य धोरणांचे समीक्षण	

3	<p>Language Acquisition Theory भाषा संपादनाचे सिद्धांत /उपपत्ती</p> <p>a) Environmental Skinners Theory Language Acquisition स्किनरचा पर्यावरणीय भाषा संपादनाचा सिद्धांत.</p> <p>b) Biological–Chomsky’s Theory on Language Acquisition चौम्सीचा जैविक भाषा सिद्धांत</p> <p>c) The Deficit Theory खंड सिद्धांत (एलीस)</p>	
4	<p>The Nature of Classroom Discourse, Oral Language in the Classroom वर्गातील भाषांचे स्वरूप, वर्गातील मौखिक भाषा</p> <p>a) Class room discourse, nature and its types वर्गातील संभाषणाचे स्वरूप आणि प्रकार</p> <p>b) Importance of oral language in the classroom वर्गात मौखिक भाषेचे महत्व</p> <p>c) Engaging learners in language learning – Importance of Questioning and types of questioning, Discussion based learning विद्यार्थ्यास भाषा अध्ययनात व्यस्त ठेवणे- प्रश्नांचे महत्व आणि प्रकार, चर्चा आधारित अध्ययन</p>	
5	<p>Reading and Writing across Content Areas आशय क्षेत्रांतर्गत वाचन आणि लेखन</p> <p>a) Identifying nature of texts and language structures – Expository vs Narrative, विवरणात्मक vs कथनात्मक Transactional vs Reflective, व्यवहारिक vs चिंतनात्मक Language schema, भाषा स्किमा (अंतर्निर्देशित सिद्धांत) Text structures. मजकुराची संरचना</p> <p>b) Techniques to enhance reading comprehension (Scanning, Skimming, Columnar Reading and Key word Reading) वाचन आकलनाचे तंत्र विकसित करणे (Scanning, पटकन पाहणे, Skimming, वरवर चाळणे, Columnar Reading स्तंभ वाचन and Key word Reading महत्वाच्या / कळीच्या शब्दांचे वाचन)</p> <p>c) To develop different types of writing skills. विविध प्रकारचे लेखन कौशल्य विकसित करणे</p>	
6	<p>Language across Curriculum अभ्यासक्रमांतर्गत भाषा</p> <p>a) Language for specific purpose: Education & Training, Research विशिष्ट हेतूसाठी भाषा : शिक्षण आणि प्रशिक्षण, संशोधन</p> <p>b) Relationship to content-based instruction आशय आधारीत अनुदेशनाचा संबंध Language and Mathematics (भाषा आणि गणित) Language and History (भाषा आणि इतिहास) Language and Science (भाषा आणि विज्ञान) Language and Geography (भाषा आणि भूगोल)</p> <p>c) Language and Medium of instruction (भाषा आणि अनुदेशनाचे माध्यम)</p>	



NTERDISCIPLINARY COURSE 3 (IC 3)
LANGUAGE ACROSS CURRICULUM (अभ्यासक्रमांतर्गत भाषा)
Total Credits: 6 **Total Marks: 100**





Dr. Umakant V. Deshmukh Prof. CSS Mahavidyalaya, Chembur, Mumbai – 71.
Website : <https://rb.gy/k57ob3>






Unit No.	Unit Name	Links
0	IC 3 Syllabus	http://surl.li/oyggh
1	LANGUAGE AND ITS FUNCTION (भाषा आणि तीचे कार्य) a) Concept of language (भाषेची संकल्पना)	http://surl.li/oyggu
	b) Characteristics of language (भाषेचे गुणधर्म)	http://surl.li/oygia
	c) Functions of Language (भाषेचे कार्य)	http://surl.li/oygjd
2	Multilingualism and its Implications in the Indian Classroom/Context बहुभाषिकता आणि भारतीय शालेय वर्गामध्ये / संदर्भात अंमलबजावणी a) Multilingualism in the Indian Context भारतीय संदर्भात बहुभाषिकता b) Developing socio-linguistics awareness in the Indian classroom भारतीय वर्गामध्ये सामाजिक-भाषाविज्ञानाबद्दल जाणीव-जागृती विकसित करणे c) Critiquing state policies on language and education भाषा आणि शिक्षणावरील राज्य धोरणांचे समीक्षण	http://surl.li/oygkt
3	Language Acquisition Theory भाषा संपादनाचे सिद्धांत /उपपत्ती a) Environmental Skinners Theory Language Acquisition स्किनरचा पर्यावरणीय भाषा संपादनाचा सिद्धांत. b) Biological – Chomsky’s Theory on Language Acquisition चौम्सीचा जैविक भाषा सिद्धांत c) The Deficit Theory खंड सिद्धांत (एलीस)	http://surl.li/oyglo
4	The Nature of Classroom Discourse, Oral Language in the Classroom वर्गातील भाषांचे स्वरूप, वर्गातील मौखिक भाषा a) Class room discourse, nature and its types वर्गातील संभाषणाचे स्वरूप आणि प्रकार b) Importance of oral language in the classroom वर्गात मौखिक भाषेचे महत्व c) Engaging learners in language learning – Importance of Questioning and types of questioning, Discussion based learning विद्यार्थ्यास भाषा अध्ययनात व्यस्त ठेवणे- प्रश्नांचे महत्व आणि प्रकार, चर्चा आधारित अध्ययन	http://surl.li/oyglv
5	Reading and Writing across Content Areas आशय क्षेत्रांतर्गत वाचन आणि लेखन a) Identifying nature of texts and language structures – Expository vs Narrative, विवरणात्मक vs कथनात्मक Transactional vs Reflective, व्यवहारिक vs चिंतनात्मक Language schema, भाषा स्किमा (अंतर्निर्देशित सिद्धांत) Text structures. मजकुराची संरचना b) Techniques to enhance reading comprehension (Scanning, Skimming, Columnar Reading and Key word Reading) वाचन आकलनाचे तंत्र विकसित करणे (Scanning, पटकन पाहणे, Skimming, वरवर चाळणे, Columnar Reading स्तंभ वाचन and Key word Reading महत्वाच्या / कळीच्या शब्दांचे वाचन) c) To develop different types of writing skills. विविध प्रकारचे लेखन कौशल्य विकसित करणे	http://surl.li/oygmb
6	Language across Curriculum अभ्यासक्रमांतर्गत भाषा a) Language for specific purpose: Education & Training, Research विशिष्ट हेतूसाठी भाषा : शिक्षण आणि प्रशिक्षण, संशोधन b) Relationship to content-based instruction आशय आधारीत अनुदेशनाचा संबंध Language and Mathematics (भाषा आणि गणित) Language and History (भाषा आणि इतिहास) Language and Science (भाषा आणि विज्ञान)	http://surl.li/oygmw





**Chembur Education Society's
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QR Codes directory for CC2 Knowledge and curriculum: Module 1

<i>Sr. No.</i>	Topic	QR code
1	Meaning and characteristics of knowledge	
2	Ppt on nature and types of knowledge	
3	Philosophical and educational perspectives of education	
4	Epistemological basis of education	

5	What is knowledge? (in Marathi)	
6	Concept of knowledge (in Marathi)	
7	Basis of Modern child Centered Education	
8	Nationalism and secularism	
9	Industrialization, democracy and individual autonomy	
10	Equity, equality and social justice	

	
11 Nationalism and secularism	

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[Click the QR code that will fetch you CSSM Library Resources](#)



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Pedagogy of Science

