



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**CHEMBUR SARVANKASH SHIKSHANSHASTRA  
MAHAVIDYALAYA**

**R. C. MARG, CHEMBUR NAKA, CHEMBUR  
400071**

**<https://www.cssm.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

### 1.1 Introduction:

Chembur Sarvankash Shikshanshastra Mahavidyalaya is one of the **oldest premier institute** of Education in the Mumbai suburb of Chembur established by Chembur Education Society in 1970. Apprehending the need for educational institution in the area, citizens & philanthropists came forward to build the school in 1965, **the first one in the community**. The entire effort was the result of the philanthropy & ‘Shramdaan’ by the locals who envisioned **participatory and democratic management for the institution**. With the Experimental school already started in 1965, the need for quality teachers was intensely felt and paved the way for ‘Teachers Training College.’ The **Teachers Training college established in 1970 received NCTE recognition, permanent affiliation from University of Mumbai and fulfilled the UGC requirements for 2(f) and 12(b) only to continue to deliver quality teacher education in the years to come.**

Under the able leadership of various Principals, the institution; then known as ‘Chembur Comprehensive College of Education’ established itself as a brand name. Institution not only raised the bar of quality education, but it showed great vision, adaptability and tenacity to address the needs of the time. In the span of Fifty years, the institution started Early childhood and Care Education, B.Ed. (part time), B.Ed. (YCMOU), M.Ed. (University of Mumbai), Ph. D. Centre (affiliated to University of Mumbai), D. Ed (Now D. El Ed.) etc. from time to time thereby addressing the need of the hour. **In 1994, when the other teacher training institutions were trying to cash in the English medium wave, our institution took a bold decision to switch over completely to Regional Marathi language as the medium of instruction. Today, when we look back at that decision, through the lenses of the New Education Policy 2020, we salute to the decision of those great visionaries who chose not to be a part of the bandwagon but decided to be a torch bearer and strengthen our own identity by completely switching over to regional Marathi language as the medium of instruction.** Eventually, in 2005, due to excessive demand from the local community and to cater to global requirements, **permanently unaided English medium division** was added. It is this flexibility in us that is distinct and allows us to accommodate quick changes to suit the needs of the times.

Today our management is about to start construction of **completely new infrastructural facility** that will cater to **modern age courses along with the old ones**. The transitional time is going to be a little challenging but as the quote goes, *‘Not all storms come to disrupt your life, some come to clear your path,’* we await with hope for a better tomorrow.

We are proud to be accredited three times with an “A” grade and **humbly present ourselves for the fourth cycle to recognise the good in us and to give suggestions to do even better for a better tomorrow.**

### Vision

#### VISION:

????????????????????I ?????????????????S???????: II

**A soul should enlighten another soul. A teacher is a lifelong learner.**

## **Mission**

### **MISSION STATEMENT:**

**“TO PRODUCE TEACHERS WITH A HIGH PURPOSE AND INSTENSE PRAGMATISM WHO WILL BE THE CHANGE AGENTS IN FUTURE.”**

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **Institutional strengths**

1. Visionary and supportive management.
2. Dynamic leadership that plays effective role at the university level and Staff representation on various University bodies like BOS, Syllabus revision Committees, convenor’s of Paper setting committees etc.
3. Qualified, empowered, Self-motivated faculty and able administrative support.
4. Good infrastructure with computer lab, free Wi-Fi, language laboratory, lift, well equipped classrooms, Facilities for indoor and outdoor sports etc.
5. Only aided institution that offers Pedagogy of teaching Sanskrit and Ph. D. Centre with in house guides.
6. Multilingual Approach of the teaching faculty and administrative staff.
7. Facilitation of Government Scholarships, freeships etc. (Maximum number of students benefit in Mumbai region)
8. Extension Activity with Department of Life Long Learning and Extension. (DLLE)
9. Study Centre for in-service B.Ed. teachers under the state open university (YCMOU).

### **Institutional Weakness**

#### **Institutional Weakness:**

1. Lack of visibility from the main road due to Municipal Constraints.
2. Academic year of the institution and the Practice teaching schools are not co-terminus.
3. Creation of new infrastructure is posing temporary challenges.
4. In ability to provide Hostel accommodation for needy students.
5. Centralised admission process.

### **Institutional Opportunity**

#### **Institutional Opportunities**

1. Designing summer school programmes for the students coming from tribal areas.
2. Strengthening research culture by collaborating with eminent intuitions like IIPS Deonar, TISS etc.
3. Learning a lesson from Covid, creating infrastructure for Hybrid learning is essential.
4. Tie up with local corporates for job creations.
5. Expanding the reach of value added courses.

## **Institutional Challenge**

## **Institutional Challenges**

1. Future of the standalone institutions.
2. Limited scope for govt. jobs influencing admissions adversely.
3. Closing down of Marathi Medium Schools narrows down job opportunities.
4. Designing academic calendar in advance due to uncertainty of the Centralised admission Process.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

#### **Criterion 1: Curricular Aspects**

This criterion allows to us to explore the delivery of the curriculum, flexibility associated with it and the endeavours to enrich the content. Being an affiliated institution, the syllabus designing takes place at the apex level through BOS in Education and at the institutional level we ensure its effective implementation. Currently, the institution follows the course plan for the two-year B.Ed. program offered by the Choice Based Credit System based on the NCTE's curriculum framework. The two parts of our curriculum are theory and practice. An essential component of the practical side is an internship.

**The solid foundational framework for implementing theory and internships program is the strength of our institution.**

Curriculum implementation, reviewing it periodically and revising it to accommodate the requirements of the current times **is the ongoing process in the institution.** Once the syllabus is ready, orientation programmes for the implementation are organised by the University. As we are centrally located our institution always volunteers to conduct these orientation programs. We did so during the last revision that took place in 2017.

At the institutional level, the curriculum when revised is thoroughly discussed in the IQAC, and college development committee, staff meetings and channels for its implementation are created. Difficulties in implementation if any are assessed in the monthly staff meetings and solutions worked out. **The librarian is equally involved in the process so as to understand the requirement of the new books and other materials.**

Before going to internship program, our college provides a skill-based pre-practice teaching programme for student teachers. Our students attend this program and attain mastery over the range of skills and instructional

strategies that will be useful in the classroom.

As the curriculum unfolds itself with a lot of value addition and mid-course corrections taking place all the time, feedback becomes an important tool to ascertain the effectiveness of the programme and gives us confidence that we are on the correct path. **Institution is persistent in obtaining feedback from all the stakeholders and invests heavily in learning from it.**

## Teaching-learning and Evaluation

### Criterion 2: Teaching-learning and Evaluation

Teaching, Learning and Evaluation are the foundational processes of any educational programme. In our institution, all the programmes, activities, course corrections, value addition etc., is designed around it only to make it more enriched, authentic, challenging and interesting!

**Student enrolment and Profiling** takes place at the time of admission with all the data meticulously checked and verified by the admission committee and administrative staff.

Being an aided institution serving regional language students, we have a lot of **diversity in terms of caste and income groups**. To address this, we strictly adhere to government reservation policies and take strong follow up about freeships and scholarships.

B.Ed. being a professional program, competency and skill development carry a lot of weight. **We strengthen the prescribed competency and skill development activities by organizing additional programmes** for the students. Mentor-mentee meets are routinely organised to assess if any assistance is required by the student teachers during the internship or even otherwise.

Internship is one of the key components that completely focuses on skill and competency development that is spread over three semesters starting with second. To boost student's confidence and equip them with necessary skills **'Pre-Practice Teaching'** programme is organised.

Updating the knowledge and skill is common to faculty too. Faculty members enrich themselves by attending various seminars, workshops and conferences. Participation in Orientation programme, Refresher course, short-term courses and FDPs to connect with new trends in education sector is a routine with us. We are proud of our faculty members being part of the various educational bodies, University-level committees, such as the Curriculum development committee, papers setting committees, subject experts etc.

We can proudly say that at the bottom of all the educational endeavours at CSSM, it is the student who benefits most. Besides teaching learning, **evaluation is addressed with great transparency and consistency**. Entire evaluation is structured on the university guideline. The institution has adopted the Continuous Internal Evaluation system which checks conceptual understanding as well as of the students. A transparent and strong internal examination system is in place which is in line with the academic calendar.

## Infrastructure and Learning Resources

## **Criterion 4 - Infrastructure and Learning Resources**

**We always believed in providing good infrastructural facilities to the stakeholders.** Below, we give you a quick review of the facilities that exist in the now 50-year-old building which is going to be demolished very soon to pave way for the new infrastructure

**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 members.

**CSSM's Library** is well equipped with a variety of library resources in print and e-resources format. It is a peaceful, quiet area with good ventilation around where students can comfortably immerse themselves in studies and group discussion.

**The Conference Hall** is used for presentations, academic discussions, and meeting purposes. It has LCD projector with a screen and is air-conditioned. Dr. Hedgewar auditorium with area of 92879 sq. ft. and good acoustics is used for conferences, annual days and other events.

**The Language laboratory** in the institution is serving manifold purposes. Students get help in polishing their language, beginners learn the language with the help of pre-installed software thereby catering to all kinds of students.

**Sports** in a Teachers training institute is an essential activity for recreational purpose and to be able to meaningfully engage students. Besides having various indoor sports equipment, we have a big ground for outdoor sports which no other B. Ed college in Mumbai has.

**Research Cell** has good collection of theses and dissertations, research books and journals. Ten research scholars can sit at a time for guidance and reference. CCTV is installed in the institution for the safety and vigilance purpose.

### **ICT facilities**

Our institution has free Wi-Fi connectivity all over the campus with a speed of 50mbps. Covering Classrooms, auditoriums, and library. LCD projector screens are affixed for easy learning, dynamic presentation and interactive content delivery. All this ICT infrastructure was installed way back in 2008.

## **Student Support and Progression**

### **Criterion 5 Student Support and Progression**

The institution offers a variety of capacity building and skill enhancement opportunities through its **robust student support system**. Sessions on career and personal counselling, Physical and mental health, cyber

bullying awareness, digital skills, financial literacy, soft skills, professional skills workshops/programmes etc. are conducted in online and offline mode.

Being a grant-in-aid institution, we ensure that student-teachers get **maximum benefit from the government scholarships**. Administration takes follow up and ensures that students get their dues. Other than that, private scholarship from NGO's, Corporates etc. are brought to the notice of the needy students from time to time.

The college has active Placement cell that organises campus interviews in college for student teachers. Many reputed institutions and coaching classes approach to institution to conduct campus interviews. Advertisement of different schools and colleges are displayed on college notice board and shared in what's app groups. We organise programs to groom the students for facing the interviews and upgrade their interview skills.

The students' progress is **regularly assessed through essay, class test and tutorials**. Mentor - Mentee meets support and guide the student teachers who are struggling with teaching- learning and/or any other personal issues. Our students took higher education further and cleared competitive exams like NET, SET, CTET.

Numerous academic and co-curricular activities support students' overall growth. **Student council plays active role in this regard**. Student council's role is crucial in organising cultural programs, sports, field visits, celebration of national and international days etc. Our student teachers participate in sports, cultural and extension activities with great enthusiasm and win awards.

**Our alumni association** is active and is the backbone of the institution. Our alumni regularly visit us and motivate our students through their wisdom and activities. Alumni organises various academic and cultural activities which help in all round development of our student teachers. Our alumni are **working with various prestigious educational institutions so we get their assistance in placement, making schools available for internship training and career guidance**. Sometimes financial support is also offered by our alumni which help the institution to resolve its resources and infrastructure related problems.

## Governance, Leadership and Management

### Criterion 6: Governance, Leadership and Management

The good governance of an educational institution is a means to deliver the education effectively. The structure of the governance conveys how the decision making takes place in an institution and how quick the institution can adopt the required changes to attain the necessary goals. **Right from its inception, we as an institution have been upholding the democratic values and participatory style of functioning**. The vision, mission, objectives of our institution are not only reflected in the implementation of the B.Ed. programme, but even in the way governing body (management) comes into effect. It is elected every year by all the members of the Chembur Education Trust. **Democratic and participatory management is visible through the fact that principal and teacher's representative is also on the Governing body of the management which is unique to our institution**.

**The principal**, as the head and leader of the institution **insists on decentralization and there is proper delegation of responsibilities in the form of various committees**. The committees are given autonomy to function that leads to **accountability**. Our organogram displays the hierarchy and layering that exists in the

institution. **Transparency in the institution is a matter of pride as in every decision-making process teaching and non-teaching staff is involved.** The administrative office shares all the relevant circulars and government resolutions with us from time to time. Staff appointments, career advancements etc., are conducted as per the government and university guidelines from time to time.

Institutions accounts are audited every year by the auditors appointed by the management. Even the government audit takes place from time to time. **Institution's audited statements are public documents for anyone who wishes to see.**

**IQAC of the institution is the main catalyst that strategizes to establish the healthy culture by equipping the human resources with right tools, distributes the opportunities evenly, establishes channels of communication, focuses on maintaining quality of teaching learning and guides to measure the outcomes.** The major decision making happens with IQAC and once the tone for the year is set by them, all the other programmes follow.

## **Institutional Values and Best Practices**

### **Criterion 7: Institutional Values and Best Practices**

*“Educating the mind without educating the heart is not education at all.”* Through this statement *Aristotle* has given us an insight into inculcation of value as a holistic approach that nurtures individuals to purposeful, ethical and fulfilling life while contributing to society. This is what we focus on when executing the prescribed curriculum. **While focusing on the academic aspect yields mastery over the concepts, education of values actually helps the individual in making the life an actual success.** As an institution that nurtures the teaching spirit of the student teachers, we know that this alone is not enough to live the life of contentment, which is the ultimate aim of life. With this insight, we plan all the Programmes, extracurricular activities etc. at our institution.

We focus on the Values required in day-to-day life. These values seemingly not so important have the capacity to make great impacts, **like energy saving, water conservation, littering habits, respecting national symbols, gender sensitivity etc.** These are taken up through incidental learning as well as through formal talks, activities, lectures especially designed for that. We are aware that values are ‘caught’ and not ‘taught.’ And therefore, all the faculty members through their behaviour and thought, allow the students to explore where they are on the continuum of imbibing values.

The commitment to the **up keeping of the campus, responsibility towards greening** etc. is visible through the efforts for **plastic free campus, clearly marked parking areas, walkways etc. use of natural light is encouraged as the existing building has proper sunlight and ventilation.** Use of the local resources is encouraged when planning various programmes.

The best practices of the institution are carefully chalked out, purposeful and serve a greater cause. Taking students to old age home, legal literacy esp. for women, capacity building, Green campus, skill development initiatives, etc., have become a part of the regular campus culture.

**To conclude, we can say that the value inculcation is sought after and is considered as a life skill in the**



institution.

## Research and Outreach Activities

### Criterion 3: Research, Innovation and Extension

Three main functions of any University is *teaching, research and extension*. The affiliated institution like us strengthens these arms by conducting various activities around it. Let us give you a brief on the activities that we engage in as far as this criterion is concerned.

#### University recognised Ph. D centre:

Affiliated to university of Mumbai, our Ph.D. centre currently has **15 students registered for Ph.D.** degree under the 3 recognised in house Ph. D guides. **Research centre is fully equipped with computer, internet and library facility.** Centre acts as the facilitator and extends all the research related ambience and services to the students. Research Meets, Research paper presentation, workshops and seminars are organised under the banner of the centre. During the five years from 2019 to 2023 our faculty members published 34 research papers in UGC care approved Magazines & journals and a book on Dr. Babasaheb Ambedkar.

#### Extension and outreach activities

One vibrant role of CSSM is the strong collaboration with **Department of Life Long Learning and Extension, Mumbai University.** We have been **working closely with the DLLE** since last **three decades** and take up many programmes like organising Debate, Seminar and Dramatization on the theme of Women Empowerment, Child Labour, Environment Protection, E-Waste Management, Sexual Harassment, Inheritance Laws, Global Warming, Importance of Ethics and Human Value Rights, Voting Rights Etc.

Student-teachers of CSSM not only carry out the prescribed activities but engage in additional activities too! **We have won several accolades from DLLE for our contribution in the outreach and extension programs and during the annual festival 'Udaan'.** The spirit of outreach is upheld during the internship program where we have access to various practice teaching schools and thereby a wider reachability. Activities under "Population Education Club" are conducted at the college level and various other programmes like lessons on issues of social importance, Swachh Bharat Abhiyan, Cleanliness Drive, Save Water, Importance of Water etc. are conducted from time to time.

The institution has collaboration with other peer institutions, TATA Power and other local NGOs to work together for the outreach activities.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA
Address	R. C. Marg, Chembur Naka, Chembur
City	Chembur
State	Maharashtra
Pin	400071
Website	<a href="https://www.cssm.in">https://www.cssm.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Chandrasheker Ashok Chakradeo	022-25221439	9987085731	-	principal@cssm.in
Associate Professor	Smita Nitin Ganatra	022-9820211015	9820211015	-	ganatrasmita@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

<b>State</b>	<b>University name</b>	<b>Document</b>
Maharashtra	University of Mumbai	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	11-12-1975	<a href="#">View Document</a>
12B of UGC	11-12-1975	<a href="#">View Document</a>

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	31-05-2015	12	The aide section is permanently affiliated to University of Mumbai

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	R. C. Marg, Chembur Naka, Chembur	Semi-urban	2.49	4570.38

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd, Education,	24	Graduation	Marathi	100	42
Doctoral (Ph.D)	PhD or DPhil, Education,	36	M.Ed. or M.A. Education with PET or SET or NET	English	20	20

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				3				12			
Recruited	4	0	0	4	1	2	0	3	0	7	0	7
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				9
Recruited	3	1	0	4
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	1	0	0	0	2	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	2	0	0	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		0	0	0	

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	13	0	0	0	13
	Female	29	0	0	0	29
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	10	0	0	0	10
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	3	3	0
	Female	4	3	11	18
	Others	0	0	0	0
ST	Male	1	12	8	8
	Female	2	3	9	3
	Others	0	0	0	0
OBC	Male	0	0	2	0
	Female	3	1	13	3
	Others	0	0	0	0
General	Male	9	5	6	4
	Female	60	67	44	56
	Others	0	0	0	0
Others	Male	2	0	0	1
	Female	1	1	4	4
	Others	0	0	0	0
Total		84	95	100	97

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSM), one of Mumbai's oldest educational institutions, is an aided Teacher Education College offering a two-year, choice-based credit system B.Ed. program and a Diploma in Elementary Education (D.El.Ed) course. Our institution is dedicated to the holistic development of students, focusing on both academic and personal growth to foster a better society. Guided by our vision, "A soul should enlighten another soul," we promote cooperation and support among young learners, helping them become responsible citizens. Our practices align with the NEP 2020, and we continuously upgrade our programs and teaching</p>
--	--



methods to meet its objectives. CSSM admits students from diverse disciplines into its B.Ed. program, which features a curriculum that includes Core courses, Elective courses, Interdisciplinary courses, Special fields, and Ability and Audit courses, embodying a multidisciplinary and interdisciplinary approach. Special Fields, Pedagogy of School subjects, and EPC courses (Enhancing Professional Competencies of teachers) integrate Humanities and Science. We offer various Interdisciplinary courses such as Gender, School & Society, Educational Management, Language across Curriculum, and Creating an Inclusive School. The Action Research component also reflects a multidisciplinary and interdisciplinary nature. Throughout the two-year program, we organize numerous interdisciplinary programs. Our College is a recognized Ph.D. research center of the University of Mumbai, guiding research in diverse areas like Educational Sociology, Educational Management, Transgender issues, Language Literacy, Mental Health, Cooperative Learning, Study Habits, Disaster Management, Reading Skills, Soft Skills in relation to Social Intelligence, Digital Competency, and Leader Competencies, all of which are interdisciplinary. We conduct programs on Indian Knowledge Systems (IKS), Yoga, gender-related issues, and workshops on themes such as self-esteem, conflict management, emotional intelligence, and managing emotions, highlighting our interdisciplinary approach. CSSM collaborates with the Department of Life Long Learning & Extension (DLLE) on the Population Education Club (PEC) project, discussing and sensitizing themes like pollution's effects on health and laws protecting women and girl children, emphasizing interdisciplinary learning. Our institution fosters a strong research culture through a dedicated research cell that conducts activities and projects on various interdisciplinary topics. In our Perspective Plan, CSSM will offer a four-year Integrated B.Ed. program as per the guidelines of NCTE and the University of Mumbai, further emphasizing our interdisciplinary nature and enabling multiple entry and exit points.

2. Academic bank of credits (ABC):

Chembur Sarvankash Shikshanshastra Mahavidyalaya is proactively leading the

implementation of the Academic Bank of Credits (ABC) initiative. We regularly review the guidelines set by the UGC, State Government, and the University of Mumbai, ensuring our faculty stays updated. Our institute has taken significant steps to initiate the ABC process for our students. We have oriented them on how to open DigiLockers and provided guidance to those facing difficulties. We have collected the ABC ID data from our students and submitted it to the University. Additionally, we have conducted training sessions with demonstrations to help learners open their ABC accounts. This initiative also extends to other distance learning courses, such as the B.Ed. program for in-service teachers from Yashwantrao Chavan Maharashtra Open University (YCMOU).

3. Skill development:

At Chembur Sarvankash Shikshanshastra Mahavidyalaya, we are committed to providing numerous opportunities for skill development. We offer an Add-on Certificate Course and a Diploma Course in Functional English, affiliated with the University of Mumbai, to enhance students' proficiency in English. Additionally, we support the skill development of Chembur Primary School students through a Spoken English Programme, improving their communication skills. Our institution conducts various academic and cultural activities based on the 18 Sustainable Development Goals, incorporating humanistic, ethical, and constitutional values. Events like Constitutional Day and the celebration of National Days are organized to instil these values. We also arrange talks on topics such as Human Values and Professional Ethics, the Futuristic Role of Teachers, Quality Enhancement in Schools, and Stress Management to foster professional and personal growth. Professional competency and audit courses are designed to enhance various competencies and instil different values among students. In line with NEP 2020, we plan to start different certificate courses for vocational education training. As a study center of YCMOU, we offer programs like B.Ed. and DSM for in-service teachers, focusing on educational development. Our college runs several programs to enhance the soft skills of student teachers, including sessions on Human Values, Human Rights, Digital Skills, Leadership Skills, and Communication Skills. To enhance

managerial skills and provide hands-on experience, our B.Ed. students celebrate various programs in their allotted schools and junior colleges. We engage in strategic collaborations with other institutions through MOUs, which bring multiple benefits such as skill development, faculty training, research and innovation, and more. Additionally, we conduct workshops like pre-practice teaching skill diagnosis followed by Micro Teaching skills and exhaustive evaluation workshops to train learners in various teaching skills. Through these diverse programs and initiatives, we ensure that our learners have ample opportunities to master a wide range of skills essential for their personal and professional development.

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

Chembur Sarvankash Shikshanshastra Mahavidyalaya is dedicated to the preservation and promotion of the Indian Knowledge System through various initiatives. To support the preservation of Indian languages, the college offers online & offline certificate courses in Sanskrit and Modi Lipi (Modi script). Since 2020, the college has also conducted programs on mental health and well-being, along with a certificate course in Action Research. The teaching-learning process at the institution is carried out bilingually, with question papers set in three languages to cater to linguistic diversity. To raise cultural awareness and preserve traditions, the college organizes celebrations of festivals such as Diwali and Navratri, as well as important days and national days. Students are encouraged to participate in these activities, fostering a connection to their cultural heritage. The institution also promotes linguistic diversity by organizing language day programs and celebrating Hindi Diwas and Marathi Diwas, which focus on strengthening the Indian value system. Faculty members actively contribute to the Indian Knowledge System by presenting research papers at national seminars and completing SWAYAM courses on the topic. Through these efforts, Chembur Sarvankash Shikshanshastra Mahavidyalaya creates a conducive environment that integrates and promotes Indian language, culture, and knowledge, ensuring that the teaching-learning process is deeply rooted in Indian traditions.

5. Focus on Outcome based education (OBE):

At Chembur Sarvankash Shikshanshastra Mahavidyalaya, our emphasis on Outcome Based

Education (OBE) is central to our teaching and learning processes. We orient learners about specific objectives to achieve by the end of each course, with a focus on mapping entry and exit behaviours to ensure comprehensive OBE. Our curriculum, co-curricular activities, and overall teaching methods are designed to foster the all-round development of learners. Adhering to the University of Mumbai's guidelines for OBE, we incorporate both formative and summative assessments, covering cognitive, affective, and psychomotor domains. Our mentor-mentee system, individual and group counselling, peer tutoring, cultural programs, sports, and celebrations of national days and the anniversaries of national leaders are integral parts of our approach. We communicate course-specific outcomes through our curriculum and implement best practices to promote OBE. Our key initiatives to achieve the Outcome Based Education during last five years are as follows:- Share, Care, and Grow: Fostering cooperation among educational institutions by sharing resources and nurturing a healthy atmosphere. Sanskrit Sambhasan Varga: Equipping B.Ed. students with conversational Sanskrit, aligning with the Indian Knowledge System. UN for US: Promoting 17 Sustainable Development Goals, enabling B.Ed. students to design lesson plans for internship schools. Empower: Prioritizing women's progress by organizing sustainable menstruation practices workshops. New Educator Training Programme: Grooming B.Ed. students for the teaching profession through Mahindra Pride Classroom. Self-Development Workshops: Conducted by Baha'I Academy to help students discover their inherent powers and develop their personalities. Legal Literacy: Conducted by the Women's Commission of Maharashtra to sensitize female students on women's rights. Tree Plantation Drive: Raising awareness about indigenous plants in collaboration with YCMOU. Science Made Easy: Visiting Homi Bhabha Center for Science Education to learn innovative teaching techniques. Sensitizing Students to the Wisdom of Age: Visits to Matoshree Vrudhhashram to understand the issues faced by senior citizens. Universal Life Values: Training by Baha'I Academy to impart value education. Looking Inwards: Developing a holistic understanding of self. Integrated Society: Field visits to special schools to

	<p>understand issues faced by special students and curriculum adaptations for inclusive classrooms. Through these initiatives, we ensure that our commitment to Outcome Based Education is met in every aspect of our academic and extracurricular activities.</p>
6. Distance education/online education:	<p>Chembur Sarvankash Shikshashastra Mahavidyalaya is actively engaged in providing distance and online education through various programs affiliated with Yashwantrao Chavan Maharashtra Open University (YCMOU). We offer two key distance education programs: the Bachelor of Education (B.Ed.) and the Diploma in School Management (DSM). Our distance education programs utilize a blended learning approach, combining online and offline modes of instruction. Faculty members employ various learning management platforms, such as Zoom and Google, to deliver content to distance learners. Academic counsellors conduct internal assessments through the evaluation of assignments, while practical sessions for certain programs are scheduled at the Regional College, Mumbai. Training for the online conduction of examinations, facilitated by the University of Mumbai and offered by MKCL, has also been provided to our faculty. Additionally, our faculty members have registered for and successfully completed numerous online courses through platforms like SWAYAM, as well as various Faculty Development Programs (FDP) and Research Methodology programs. They have also completed various courses offered by other universities through distance education. Moreover, we have organized various online programs to further ensure the effectiveness of online education in our institution.</p>

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSMahavidyalaya) proudly hosts an active Electoral Literacy Club (ELC). The primary aim of the ELC is to educate and inform students about the democratic process and uphold the values of democracy. Additionally, the ELC motivates students to actively participate in elections and cast their votes without fear.</p>
--	--

<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>At Chembur Sarvankash Shikshanshastra Mahavidyalay, the Electoral Literacy Club (ELC) is fully operational and dynamic. The college appoints both a student coordinator and a faculty co-coordinator for the ELC ensuring they are thoroughly representative in character. The faculty coordinator organizes various enlightening programs aimed at spreading awareness about the electoral process, voter rights, and encouraging active participation in elections.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club (ELC) at Chembur Sarvankash Shikshanshastra Mahavidyalay (CSSM) is a significant initiative aimed at promoting electoral literacy among students. It empowers each student with the right to vote and choose their representatives, thereby giving them a voice. Through the Students Council Election, students gain a comprehensive understanding of the election process. This procedure elects various council members, including the Class Representative, General Secretary, Library Secretary, Cultural Programme Secretary, Attendance Secretary, Cleanliness Secretary, and Sports Secretary. These council members represent student concerns, work collaboratively, and truly embody the entire class for the B.Ed. program. The entire electoral process is conducted in accordance with the University of Mumbai's guidelines. Candidates engage in campaigning to garner support and persuade voters. On Election Day, all students participate in casting their votes via ballot paper, ensuring a free, fair, and transparent voting process. An Election Vigilance Committee, comprising senior faculty members, alumni, and senior students, oversees the vote casting to maintain transparency. Student representation is crucial for addressing college activities and affairs. It provides students with a direct channel to voice their concerns, ideas, and needs, ensuring the overall development and welfare of the student community through the ELC. The ELC organizes various activities to promote awareness and understanding of democratic principles, offering students real voting simulation experiences. Celebrating Constitution Day is a significant event under the ELC. Activities such as quizzes, lectures, and seminars explain constitutional rights and duties to students. They also read the Preamble of the Constitution together,</p>

	reinforcing values like justice, liberty, equality, and fraternity.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	During their internships, the pupil teachers of Chembur Sarvankash Shikshashastra Mahavidyalaya successfully implemented a voter awareness program for school students under the Electoral Literacy Club. This sensitization initiative aimed to teach young students the fundamentals of democratic processes, the importance of voting, and their civic duties and responsibilities. The B.Ed. students used engaging methods such as informative presentations, quizzes, skits, and debates to simplify the election process. The program was designed to provide essential knowledge about the electoral process and ethical voting mechanisms, encouraging school students to become active participants in democratic decision-making from an early age.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	During internship program, our college students organized interactive sessions, discussions, and activities such as mock elections in classrooms. These initiatives aimed to provide school students with a deeper understanding of their future roles as responsible voters. They covered topics like voter eligibility requirements, where to register to vote, and the locations and methods of voting. Additionally, they emphasized the importance of participating in elections and how voting influences government policies and decisions.

# Extended Profile

---

## 1 Students

### 1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
197	195	179	184	165
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

### 1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

### 1.4



**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
97	95	75	95	61
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

**Number of graduating students year-wise during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
97	95	75	95	59
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

**Number of students enrolled(admitted) year-wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
97	100	95	84	100
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers**

**2.1**

**Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	15	16	16

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

### Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 3 Institution

### 3.1

### Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
12.83	27.33	24.79	16.41	16.87

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 41

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

---

### Criterion 1 - 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.**

**Response:**

Curriculum implementation, periodic review, and revision to meet contemporary needs is an on-going process at our institution. Affiliated with the University of Mumbai, the curriculum is designed at the University level by the core committee appointed by the Board of Studies (BOS). Once the syllabus is finalized, the University organizes orientation programs for its implementation. Given our central location, our institution frequently volunteers to host these orientation programs, as we did during the last revision in 2017.

At the institutional level, the curriculum is thoroughly discussed in staff meetings, where channels for its implementation are established. Year plans for each subject are meticulously developed, and any difficulties in implementation are assessed with solutions devised. The librarian plays an integral role in this process by understanding the requirements for new books and other materials to support the updated curriculum.

**Planning:**

**Discussion Meetings for Revised Curriculum:** Hold meetings to discuss the revised curriculum.

**Identification of Gaps:** Identify gaps in the current curriculum.

**Brainstorming on Intervention Strategies:** Conduct brainstorming sessions to develop intervention strategies.

**Designing a Year Plan:** Create a detailed year plan for curriculum implementation.

Scheduling Mid-Course Corrections: Plan for mid-course corrections.

**Reviewing:**

**Mid-Term Course Correction Meetings:** Conduct meetings for mid-term course corrections as needed.

**Discussion of Required Corrections:** Discuss the nature of the corrections required.

**Revising:**

**Mid-Term Corrections:** Carry out revisions typically in the form of mid-term corrections.

**Need-Based Accommodation:** After a proper needs assessment, make necessary accommodations depending on the required revisions.

### **Adaptation of the curriculum as per the local context**

While the university syllabus is robust and thoughtfully designed, it requires customization for our students, particularly those from Marathi medium backgrounds. Many of these students come from Adivasi areas near Mumbai and lack exposure to technology, languages, and current social scenarios. To address their needs, the curriculum is adjusted to achieve the best outcomes for all students. The gaps between the curriculum and reality are bridged through a systematic effort involving consultation with individual faculty members. We employ a bottom-up approach, where faculty identify gaps and propose interventions. These ideas are then discussed, tested for viability, and either approved or rejected. Approved interventions, along with mid-term adjustments, can take the form of talks, workshops, visits, discussions, or even film screenings.

### **Sample adaptations include:**

**Curriculum Translation:** The curriculum is translated into Marathi for our Marathi medium students.

**Multi language Instructions:** Instruction is delivered in a combination of Hindi, English, and Marathi.

**Diverse Internship Opportunities:** Internships are conducted in various types of schools (government-aided, unaided, private, international, BMC, etc.) to expose students to different educational environments.

**Exposure to Various Mediums:** Students are sent to schools with different mediums of instruction.

**Early Action Research:** Action research, typically part of Semester 4, begins in Semester 2 to avoid a rush and maintain quality in the final semester.

**Pre-Practice Teaching Program:** Conducted in Semester 2, this program equips students with essential teaching skills. Its diagnostic nature helps students take appropriate steps to become effective teachers.

**Utilizing Location Advantages:** Located near other eminent educational institutions (Degree colleges, Special education institutions, TISS, Homi Bhabha Science Centre) and corporates (HPCL, TATA, Godrej), we conduct various academic programs with these entities.

**Value Education:** To address the erosion of values, a Value Education course was conducted in collaboration with the Baha'i Academy, Panchgani

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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 last completed academic year**

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### 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**

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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**

**Response:** 77.5

**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	13	13

**1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

#### **File Description**

#### **Document**

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

### 1.2.2

**Average Number of Value-added courses offered during the last five years**

**Response:** 1.4

**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	1	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.3

**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**

**Response:** 24.13

**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
175	33	9	5	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.4

**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways**



through

- 1. Provision in the Time Table
- 2. Facilities in the Library
- 3. Computer lab facilities
- 4. Academic Advice/Guidance

**Response:** B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.5

**Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years**

**Response:** 51.74

**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
97	100	95	84	100

<b>File Description</b>	<b>Document</b>
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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**

**Response:**

The curriculum of our institution offers numerous opportunities for students to acquire and demonstrate knowledge, skills, values, and attitudes across various learning areas. Through a well-organized and planned curriculum, we facilitate the acquisition of relevant competencies through the following activities at the college level:

1. Conducting various seminars related to specific subjects.
2. Organizing debates within subject areas.
3. Facilitating subject-specific discussions.
4. Hosting diverse workshops, such as those on paper bag making, metal fabrication, nameplate fabrication, and handkerchief colouring.
5. Celebrating national days and festivals.
6. Observing the birthdays and death anniversaries of notable personalities.
7. Arranging visits to historical sites, industrial fields, and educational institutions.
8. Organizing various trips.
9. Inviting dignitaries and scholars to deliver lectures on academic and social topics.
10. Celebrating national and international observances, including Constitution Day, Human Rights Day, World Food Day, World Yoga Day, and World Health Day.
11. Engaging in community service at various locations such as NASEOH, Chembur, Shantivan Nere, and Matoshri Old Age Home, Khadavali.
12. Providing lessons on issues such as girl child education and women empowerment under PEC.
13. Hosting various sports competitions at the college.
14. Organizing exhibitions where students display and explain their work, such as charts in 'Teaching and Learning' and models of psychologists in 'Childhood and Growing Up.' There is also an ancient coin exhibition by students.
15. Visiting various communities, such as tribal areas and old age homes.
16. Encouraging participation in the Swachh Bharat Abhiyan (Clean India Mission).

17. Sending students to participate in various competitions, such as elocution and essay writing contests.

Participating in these activities enables students to acquire the essential knowledge, skills, values, and attitudes required for the field of education.

**A fundamental or coherent understanding of the field of teacher education:**

Our institution’s curriculum offers a broad understanding of teacher education by integrating subject-specific seminars, discussions, and debates. It also includes workshops, community service, and exposure to historical and educational sites, enriching students with essential knowledge, skills, values, and attitudes necessary for the teaching profession.

**Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:**

The curriculum aligns with NCTE norms, requiring students to choose two pedagogy subjects. Through theoretical courses and practical internship experiences, students gain specialized procedural knowledge and hands-on teaching skills relevant to different educational levels, making them effective educators.

**Capability to extrapolate from what one has learnt and apply acquired competencies:**

Varied assignments, research projects, and community work, allowing students to extrapolate theoretical knowledge and apply it in practical settings. This approach, supported by pre-practice workshops and diverse teaching internships, ensures students can effectively translate learned competencies into real-world teaching scenarios.

**Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.:**

Our curriculum emphasizes developing key competencies, including emotional intelligence through community service, critical thinking through research projects, negotiation and communication skills via debates and seminars, and collaboration through group activities and sports competitions.

These experiences collectively foster well-rounded, competent future educators.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.2

**Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.**

**Response:**

Our institution prioritizes the effective implementation of the B.Ed. curriculum as prescribed by NCTE, which encompasses a broad range of subjects, including detailed information on various educational boards. This curriculum is designed to familiarize students with the diversity in the Indian school system and international boards, enhancing their comparative perspective and professional readiness.

**Development of School System:** Through CSSM, our institution initiates a wide range of curriculum options and courses that align with national and international developments while addressing local needs. This ensures that students are well-versed in contemporary educational practices and developments.

**Functioning of Various Boards of School Education:** Core courses such as IC 2 Educational Management (Semester 2) and CC 3 Assessment for Learning (Semester 3) introduce students to the characteristics of state, national, and international education systems, covering SSC, ICSE, CBSE, IB, and IGCSE boards. These courses help students understand the diverse operational aspects of different educational boards.

**Functional Differences Among Boards:** Specifically, CC 3 Assessment for Learning includes an assignment that requires students to conduct a comparative study of different boards in India. For this assignment, students visit schools or search online to gather information regarding admission processes, daily teaching-learning activities, exam patterns, and assessment systems used by various Indian boards. This hands-on approach helps students grasp the functional differences among these boards.

**Assessment Systems:** CSSM includes assignments in CC4 that cover various evaluation systems in India and international schools. This gives students a broad perspective on the functioning of different boards and the diversity in assessment methods.

**Norms and Standards:** Through class seminars, CSSM raises awareness among students about the norms and standards of various school boards in India and abroad. For example, seminars cover state-wise variations in the functioning of educational systems, providing students with a comprehensive understanding of regional differences.

**State-wise Variations:** The core course Contemporary India and Education offers a detailed view of the state-wise diversities in school systems, helping students understand the educational landscape across different states in India.

**International and Comparative Perspective:** CSSM offers a diploma course from the University of Mumbai for student teachers and a certificate course in teacher education for international schools through a language lab. These courses enable students to understand the curriculum and assessment systems in international schools and familiarize them with differences between various boards.

**Internship Experience:** The internship program provides students with diverse experiences regarding

the functioning of various school boards. Internships are arranged in SSC and IB board schools, allowing students to become familiar with teaching-learning processes, evaluation processes, and assessment patterns. During their internships, students deliver lessons in both types of schools, gaining practical experience with their respective curricula. Additionally, students interact with teachers from these schools, receiving guidance and gaining a deeper understanding of the school's functioning.

Through these comprehensive efforts, our institution ensures that students develop a thorough understanding of the diversity in the Indian school system with respect to the development of the school system, the functioning of various boards, functional differences, assessment systems, norms and standards, state-wise variations, and an international comparative perspective. This holistic approach prepares students for the professional field, equipping them with the necessary knowledge and skills to navigate diverse educational environments.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.3

#### **Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**

##### **Response:**

Upon admission to the B.Ed. program, students are introduced to the framework and ethics of the course, which transforms their attitude towards the teaching profession. They learn the art and science of teaching through various programs. For instance, the talent search program provides a platform for students to showcase their talents in singing, drawing, playing musical instruments, poetry, dancing, anchoring, cooking, and more. These activities boost their confidence and help the institution allocate responsibilities based on students' interests and skills.

The teacher training course begins with a pre-practice teaching workshop, which helps identify students' strengths and weaknesses relative to the teaching profession. This workshop enables teacher educators to guide students in enhancing their teaching skills.

As part of the B.Ed. curriculum, students engage in internship programs that enhance their observation skills and develop various teaching skills. Through these activities, student teachers learn class control, discipline maintenance, organizing activities, conducting sports, and managing cultural events, thereby

fostering leadership, management, and organizational qualities. During their internships, student teachers are encouraged to observe school documents, filing systems, examination execution, and evaluation processes, making them aware of the actual processes involved in schooling.

At the college level, students take on responsibilities within the student council, such as general secretary, sports in-charge, cultural in-charge, photography in-charge, discipline, and attendance. These roles help them become professionally sound and groom their personalities as future teachers.

Classroom activities, including seminars, presentations, field visits, sports, and exposure to both offline and online teaching methods, introduce students to various teaching methodologies. These activities train students in teaching-related strategies, encouraging them to refer to numerous books and resources, thus deepening their subject knowledge. Field visits and sports provide practical experiences that develop their academic, professional, and personal skills.

The institution also organizes guest lectures, workshops, and activities aimed at developing students into good teachers and individuals. Workshops on art-integrated education, soft skills, hypnotism, evaluation, stress management, anger management, and yoga improve students' professional understanding. Senior faculty members conduct lectures on facing interviews and preparing resumes, equipping prospective teachers to successfully navigate job interviews.

Action research is a compulsory part of the B.Ed. curriculum. Student teachers are encouraged to address research problems related to education, allowing them to solve issues concerning schools, students, and teaching-learning difficulties. Additionally, the college organizes intercollegiate research paper competitions to foster a research-oriented attitude among students.

Through these structured programs and activities, the institution provides various experiences that are beneficial for the professional development of prospective teachers. This holistic approach ensures students understand the interconnectedness of various learning engagements and are well-prepared for their future roles in the professional field.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

**Structured feedback is obtained from**

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

**Response:** A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 1.4.2

**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**

**Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Average Enrollment percentage of students during the last five years..**

**Response:** 95.2

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 2.1.2

**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

**Response:** 51.6

**2.1.2.1 Number of students enrolled from the reserved categories during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
32	46	22	12	17



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

### 2.1.3

#### Percentage of students enrolled from EWS and Divyangjan categories during last five years

**Response:** 1.47

##### 2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	0	0	0

<b>File Description</b>	<b>Document</b>
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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..**

**Response:**

## Assessment and Support Process at Chembur Sarvankash Shikshanshastra Mahavidyalaya

Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSM) is dedicated to fostering the all-round development of its students. The institution admits students from diverse academic, economic, and social backgrounds and provides various platforms to cater to their needs. Admission is based on the Teacher Eligibility Test (CET) scores. CSSM is committed to supporting students with different learning abilities through comprehensive assessment and support mechanisms at the entry level to determine their learning needs and readiness for professional education programs.

**1. Talent Search:** At the beginning of each academic session, CSSM organizes a 'Talent Search' to identify students' talents in Drama, Art, Craft, Music, Dance, Folk Art, Heritage, Yoga, and Literary Arts. This initiative helps in planning curricular and co-curricular activities that allow students to reach their full potential.

**2. Content Test:** In the first year, students undergo a content test to assess their mastery of the subject matter according to their graduation or post-graduation stream. This test evaluates their preparedness for the professional education program.

**3. Orientation Program:** An orientation program is conducted at the start of each new batch. This program provides an overview of the two-year B.Ed. program and addresses the needs and requirements of the students in advance.

**4. Tutorials and Remedial Teaching:** CSSM provides guidance to students for answering questions effectively to score well in sessional and University examinations. Tutorials and remedial teaching classes are organized to enhance students' performance.

**5. Comprehensive Enrichment:** The college faculty offers various facilities to enhance learning. Students with different learning abilities are regularly engaged in class discussions, assignments, and activities such as debates, quizzes, essay writing, and presenting research papers. They are encouraged to acquire new information through the internet and participate actively in seminars. A friendly environment is created to improve communication skills, and group discussions are promoted to help students build confidence and overcome inhibitions.

In summary, CSSM implements a thorough assessment process at the entry level to identify students' learning needs and readiness for professional education programs. Additionally, the institution provides extensive academic support to ensure students' all-round development and success in their educational pursuits.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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**

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.3

**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students**

**Response:** As an institutionalized activity in accordance with learner needs

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

<b>2.2.4</b>	
<b>Student-Mentor ratio for the last completed academic year</b>	
<b>Response:</b> 15.15	
<b>2.2.4.1 Number of mentors in the Institution</b>	
Response: 13	
<b>File Description</b>	<b>Document</b>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

<p><b>2.3.1</b></p> <p><b>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</b></p> <p><b>Response:</b></p> <p>Teachers at Chembur Sarvankash Shikshanshastra Mahavidyalaya utilize a multimodal approach to teaching that spans from traditional methods to advanced digital techniques, focusing primarily on learner-centric methods. By incorporating student-centric strategies such as experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussions, and online modes, the institution enhances the classroom learning experience and overall educational experience for students.</p> <p><b>1) Interactive and Innovative Classes:</b> Teachers strive to make classes as interactive as possible, encouraging innovative thinking and novel interpretations. Various methods are employed, including audio-visual techniques, Google Classroom, seminar presentations, short films related to topics, brainstorming sessions, lecture-cum-discussion methods, cooperative learning, and projects. These techniques aim to provide experiential and participative learning opportunities.</p> <p><b>2) Participative Learning:</b> Group discussions, group presentations, and group projects help students develop teamwork skills and improve their communication abilities. Student-teachers experience participative learning through workshops on micro-teaching, pre-practice teaching, evaluation, assignments, and seminar presentations.</p> <p><b>3) Experiential Learning:</b> The institution offers numerous opportunities for experiential learning, such</p>
---

as gallery walk activities and visits to understand the needs of differently-abled students. Real-world experiences like field trips, community work, industrial visits, and visits to special economic zones help bridge the gap between theory and practice, increasing grassroots knowledge of concepts.

**4) Problem Solving:** Remedial teaching sessions conducted by teacher educators address students' doubts and difficulties related to theory papers, helping them perform better in university examinations.

**5) Cooperative and Collaborative Learning:** These methods engage student-teachers in collaborative learning, strengthening the bond between teachers and students.

**6) Game-Based Learning:** Teachers also use game-based learning (GBL) to help learners understand and revise concepts through various games, such as crosswords and word searches. This approach fosters cooperation among learners.

**7) Blended Learning:** By combining traditional methods with online methods, such as blended learning, teachers foster greater communication and collaboration among students and teachers. Videos and interactive activities enhance the learning experience.

**8) Flipped Classroom:** Teachers employ the flipped classroom model, which inverts traditional teaching by providing new content at home through video lectures and using class time for interactive, hands-on activities, problem-solving, and discussions. This model promotes active learning and better preparedness.

**9) Workshops:** Teachers conduct workshops as interactive teaching strategies where learners engage in intensive discussions, hands-on activities, and collaborative problem-solving around specific topics or skills. Workshops provide hands-on experiences that help learners understand concepts better.

**10) Seminar:** - Teachers also utilize the seminar method in their teaching. In this approach, learners prepare content thoroughly and then present their topics. Following the presentation, the paper is open for discussion, allowing learners to clarify doubts and engage in a detailed discussion. This method helps learners expand their knowledge horizons.

All these methods encourage continuous participative, collaborative, and problem-solving learning processes, significantly improving the educational experience for students.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2

**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**

**Response:** 44

**2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	8	7	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

**2.3.3**

**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**

**Response:** 49.24

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

Response: 97

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

**2.3.4**

**ICT support is used by students in various learning situations such as**

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

### **2.3.5**

**Continual mentoring is provided by teachers for developing professional attributes in students**

**Response:**

At Chembur Sarvankash Shikshanshastra Mahavidyalaya, a structured student mentoring system plays a crucial role in fostering professional attributes among student-teachers. This system is designed to strengthen relationships between student-teachers and teacher educators, with mentors providing continuous guidance and encouragement in both academic and personal development. Student-teachers are grouped under faculty mentors, ensuring personalized support and fostering a conducive learning environment.

**Working in Teams:** Student-teachers are selected based on their ability to lead quality classroom practices that embrace diversity and create supportive learning environments for all students. Faculty members facilitate group activities such as assignments, cooperative learning, internships, and co-curricular programs, which enhance teamwork skills and collaborative abilities among student-teachers.

**Dealing with Student Diversity:** The institution emphasizes inclusive practices to cater to diverse student needs. Mentors guide student-teachers in adopting teaching strategies that accommodate various learning styles and backgrounds, promoting personalized learning experiences that foster each student's academic and social success.

**Conduct with Colleagues and Authorities:** The mentoring system encourages student-teachers to

interact professionally with colleagues and authorities. Feedback sessions, tutorials, and remedial teaching sessions are conducted to optimize learner performance. Faculty members create an open environment where suggestions for improvement are welcomed, fostering a culture of continuous improvement and collaboration.

**Balancing Home and Work Stress:** Recognizing the importance of maintaining a healthy work-life balance, the institution conducts workshops on conflict management and stress management. These initiatives support student-teachers in managing the challenges of their academic responsibilities while addressing personal obligations, ensuring a supportive environment conducive to well-being and professional growth.

**Staying Informed about Developments in Education and Life:** To keep abreast of recent developments in education and beyond, we organize sessions such as orientation on National Education Policy 2020 (NEP 2020), Sustainable development Goals (SDGs) & its relevance to both academic and day to day life. Students are encouraged and trained in digital pedagogy to meet the demands of 21st-century teaching.

In summary, the mentoring efforts at Chembur Sarvankash Shikshanshastra Mahavidyalaya are geared towards nurturing holistic development among student-teachers. Through personalized mentorship, collaborative learning experiences, support for diversity, stress management initiatives, and access to educational advancements, the institution prepares student-teachers to excel professionally while maintaining a balanced and informed approach to their careers and personal lives.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.6

**Institution provides exposure to students about recent developments in the field of education through**

- 1. Special lectures by experts**
- 2. ‘Book reading’ & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to**



**national to global**

**Response:** D. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

Chembur Sarvankash Shikshanshastra Mahavidyalaya employs workshops as a key strategy of teaching to foster the holistic personal growth of students. Over the past five years, workshops on topics such as self-esteem, self-efficacy, anger management, conflict management, communication skills, self-awareness, listening skills, and emotional intelligence have significantly contributed to the personal and professional development of learners. These workshops equip students with essential tools to navigate various life challenges effectively.

**Self-Esteem and Self-Efficacy:** Workshops on self-esteem have enabled learners to build a positive self-image and confidence. High self-esteem has facilitated goal-setting and achievement, empowering individuals with a healthy sense of self-worth.

**Anger Management:** Anger management workshops have provided learners with strategies to control and express anger healthily. By understanding triggers and practicing relaxation techniques, students have learned to prevent anger from escalating into conflicts.

**Conflict Management:** Conflict management workshops have taught learners how to navigate and resolve disagreements constructively. By developing skills in negotiation, mediation, and problem-solving, individuals have been able to turn potential conflicts into opportunities for growth and collaboration.

**Communication Skills:** Workshops on communication skills have covered various aspects, including verbal and non-verbal communication, active listening, and assertiveness. These skills have enabled learners to convey their ideas clearly, listen empathetically, and engage in meaningful dialogues.

**Self-Awareness:** Self-awareness workshops have encouraged learners to reflect on their thoughts, emotions, and behaviors. This introspection has led to a better understanding of one's strengths and areas for improvement.

**Listening Skills:** Active listening, a key component of effective communication, has been emphasized in listening skills workshops. Learners have been taught to pay full attention, understand the speaker's perspective, and provide constructive feedback.

**Emotional Intelligence:** Workshops on emotional intelligence have helped learners understand and recognize the importance of emotions in themselves and others, enhancing their emotional and social skills.

**Hypnosis:** Workshops on self-hypnosis and hypnotism have introduced learners to the power of the unconscious mind, teaching them how to use this power for self-development.

Overall, these workshops have collectively enhanced learners' soft skills, making them more adaptable, resilient, and effective in various life situations. By focusing on personal development and interpersonal skills, individuals are better prepared to face challenges, seize opportunities, and achieve success in their personal and professional lives.

## **II) From Traditional to Digital: Enhancing Learning with Cooperative Pedagogies**

At Chembur Sarvankash Shikshanshastra Mahavidyalaya, educators combine traditional and digital methods to enhance learning through cooperative pedagogy. The classes are highly interactive, promoting creative thinking and diverse viewpoints among students. The institution employs various tools such as Google Classroom, seminar presentations, topic-related short films, brainstorming sessions, and lecture-discussion formats to create immersive learning experiences.

Teachers motivate students across various subjects to present their innovative ideas through activities like poster making and model creation. They use traditional methods such as seminars, field visits, and cooperative learning strategies like the Jigsaw method, think-pair-share, and gallery walks, expert talks. Moreover, activities such as library surveys, symposiums, workshops, and psychological testing are also utilized to enrich the learning experience.

By adopting advanced techniques like blended learning, flipped classrooms, video-based lessons, and using Google Classroom as a learning management system, teachers cater to various learning styles and boost engagement. Game-based lessons and video discussions further enhance the learning environment.

Art integrated education leverages the "3H" approach: Head (cognitive), Heart (emotional), and Hands (behavioural). This method stimulates critical thinking, creativity, and problem-solving skills (Head) & emotional intelligence and empathy through expressive and reflective practices (Heart). This comprehensive approach helps in developing a well-rounded individual, capable of applying knowledge in diverse real-world contexts.

This combination of traditional and digital methods effectively fosters creativity, encourages innovation, and develops intellectual and critical thinking skills among students. By providing a range of interactive

and collaborative learning experiences, teachers empower students to explore, question, and develop solutions independently, preparing them for academic success and lifelong learning.

Google Classroom and blended learning boost intellectual engagement and digital literacy, cooperative learning strategies enhance critical thinking and collaboration skills, seminar presentations and field visits promote intellectual exploration and practical application, while flipped learning and video-based learning stimulate active learning and deepen conceptual understanding.

Overall, the integration of traditional and digital approaches prepares students for academic success and lifelong learning.

### III) Service Learning: Fostering Compassion and Empathy through Real-World Engagement

Compassion and sympathy are essential qualities that we aim to cultivate among our students. However, we understand that these values cannot be simply taught in a classroom setting. To address this, we have implemented a strategy called service learning, where our learners have the opportunity to visit various places and engage in meaningful activities. This approach helps to sensitize them to the needs of others and encourages the development of compassion and empathy. Over the past five years, the students of CSSM have visited numerous places as part of their service learning initiatives. Some of these locations include Engaging Special Schools, Shirodkar Special School in Parel, NASEOH in Chembur, Shantivan Kushthrog Nirmulan, an organization working for the eradication of leprosy, and various old age homes such as the one in Nerhe, Panvel, Doorstep NGO, and Happy Flog Old Age home. During these visits, our students actively engage with the individuals in these settings, whether it be interacting with special needs students, spending time with the elderly, or assisting in the activities organized by these organizations. Through these experiences, our learners not only develop a deeper understanding of the challenges faced by these individuals but also foster compassion, empathy, and a sense of responsibility towards the community. By incorporating service learning into our curriculum, we go beyond theoretical teachings and provide our students with real-world experiences that shape their character and instill values that cannot be learned solely through traditional classroom instruction. Through these engagements, our students develop a genuine concern for others and are inspired to make a positive difference in the lives of those around them.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

**Institution provides opportunities for developing competencies and skills in different functional**

areas through specially designed activities / experiences that include

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan (IEP)

**Response:** A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning

## 9. Mobilizing relevant and varied learning resources

## 10. Evolving ICT based learning situations

## 11. Exposure to Braille /Indian languages /Community engagement

**Response:** B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.3

**Competency of effective communication is developed in students through several activities such as**

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

**Response:** D. Any 1 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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**

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

**Response:** B. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.5**

**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4.6

**Students develop competence to organize academic, cultural, sports and community related events through**

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.4.7

**A variety of assignments given and assessed for theory courses through**

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## Other Upload Files

1

[View Document](#)

### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

#### **Response:**

At Chembur Sarvankash Shikshanshastra Mahavidyalaya, we follow the "**Holistic Internship Blueprint: Bridging Theory & Practice**" to ensure a comprehensive and effective internship experience for our student-teachers. Our approach prepares future educators by combining theoretical knowledge with practical, hands-on teaching experience. Chembur Sarvankash Shikshanshastra Mahavidyalaya meticulously plans its internship programmes in accordance with Mumbai University norms, making it an essential project-based activity within the B.Ed. programme. The internships are systematically spread across the II, III, and IV semesters:

- **Semester II:** 3 weeks
- **Semester III:** 11 weeks
- **Semester IV:** 4 weeks

#### **1. Selection/Identification of Schools for Internship**

Faculty members play a crucial role in the selection of internship schools and junior colleges. They reach out to specific schools and send permission letters to these institutions. Information about the internship programme is communicated to the principals and supervisors of the selected schools and colleges, ensuring their participation in the internship process.

#### **2. Orientation to School Principals/Teachers**

To facilitate a smooth internship experience, faculty members provide detailed information about the internship programme to school and junior college principals and supervisors. This orientation helps in aligning the expectations and responsibilities of the schools with the objectives of the internship programme.

#### **3. Orientation to Students Going for Internship**

An Internship Orientation is conducted by the Internship in-charge for student-teachers. During this orientation, students are thoroughly briefed about their roles and responsibilities as teachers during their internship. They receive guidance on maintaining a reflective journal, which is an integral part of their internship experience.

#### **4. Defining the Role of Teachers of the Institution**

Faculty members are involved in the planning and execution of the internship programme. They are responsible for making groups of student-teachers based on their residence and teaching methodology. Each group is assigned a leader to ensure effective coordination. Faculty members also provide pre and



post-practice teaching guidance and offer oral and written feedback to help student-teachers improve their teaching skills.

### 5. Streamlining Modes of Assessment of Student Performance

The assessment procedures for evaluating student-teachers' performance during their internships are clearly explained. An internship programme timetable is prepared by the in-charge on a rotational basis. This schedule includes individual lessons, theme-based lessons, co-teaching lessons, and Nai Taleem lessons. Assessment involves continuous feedback from the method master and observer, ensuring a comprehensive evaluation of each student-teacher's performance.

### 6. Exposure to a Variety of School Setups

Students are exposed to a variety of school setups, which enhances their understanding and adaptability to different teaching environments. By participating in internships at diverse schools and junior colleges, student-teachers gain valuable experience in managing classrooms, understanding different school cultures, and applying their teaching methodologies in real-world scenarios.

#### Summary

Chembur Sarvankash Shikshanshastra Mahavidyalaya's "**Holistic Internship Blueprint: Bridging Theory & Practice**" model ensures internship programmes demonstrates its commitment to the comprehensive development of its student-teachers. Through participative selection of schools, detailed orientation sessions for principals, teachers, and students, clear role definitions for faculty, and streamlined assessment procedures, the institution ensures that its internships are effective, enriching, and aligned with academic and professional standards. This well-rounded preparation equips student-teachers with the skills and experience necessary for their future careers in education.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.9

**Average number of students attached to each school for internship during the last completed academic year**

**Response:** 6.47

**2.4.9.1 Number of schools selected for internship during the last completed academic year**

Response: 15

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.10**

**Nature of internee engagement during internship consists of**

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.11**

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

Chembur Sarvankash Shikshanshastra Mahavidyalaya implements comprehensive & multifaceted monitoring mechanisms to ensure the effectiveness of its 18-week internship program, which spans across Semesters II, III, and IV. The program is divided as follows: 3 weeks in Semester II, 11 weeks in Semester III, and 4 weeks in Semester IV. The monitoring mechanisms involve the collaborative efforts of teacher educators, school principals, school teachers, and peers.

**Role of Teacher Educators:** Teacher educators play a critical role in guiding and supporting student-teachers. They provide thorough explanations and demonstrations on micro-teaching skills, various teaching methods and approaches, and the overall structure of lesson plans, including content analysis, objectives, values, core elements, and Sustainable Development Goals (SDG). They also facilitate individual lessons, theme-based lessons, and co-teaching sessions with peers and school teachers. Additionally, teacher educators monitor progress continuously, review and sign reflective journals, and offer both oral and written feedback. Their guidance is aimed at improving the student-teachers' teaching practices through detailed feedback and suggestions.

**Role of School/College Principals and Teachers:** The school or college principal, along with the teachers, plays a supportive role by creating a welcoming and comfortable environment for the student-teachers. They oversee and facilitate the planning and execution of daily internship activities, ensuring that these activities align with the school's needs. Student-teachers engage in various curricular and co-curricular activities under the guidance of school principals and teachers. Some lessons are observed by the principal and teachers, who then provide written feedback in a peer observation book. This feedback, along with the conducive learning environment provided by the school, helps student-teachers refine their teaching practices.

**Role of Peers:** Peers are integral to the monitoring and improvement process. They observe some of the lessons taught by student-teachers and provide constructive feedback, which is recorded in the peer observation book. Discussions among peers about the lessons further facilitate improvement. Peers support each other in planning, organizing, and completing various activities in their respective internship schools or colleges. This collaborative approach ensures that student-teachers receive diverse feedback and are able to learn from each other's experiences.

In summary, Chembur Sarvankash Shikshanshastra Mahavidyalaya employs a multi-faceted monitoring mechanism involving teacher educators, school principals, teachers, and peers to ensure the optimal impact of the internship program. Each group plays a distinct yet complementary role in supporting, guiding, and providing feedback to student-teachers, thereby fostering an environment conducive to professional growth and development.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4.12

**Performance of students during internship is assessed by the institution in terms of observations of different persons such as**

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School\* Teachers**
- 4. Principal / School\* Principal**
- 5. B.Ed Students / School\* Students**

(\* 'Schools' to be read as "TEIs" for PG programmes)

**Response:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.4.13

**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

**Percentage of fulltime teachers against sanctioned posts during the last five years**

**Response:** 78.95

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.5.2

**Percentage of fulltime teachers with Ph. D. degree during the last five years**

**Response:** 53.33

**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

**Response:** 8

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.5.3

**Average teaching experience of full time teachers for the last completed academic year.**

**Response:** 16.32

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

Response: 228.42

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.5.4

##### **Teachers put-forth efforts to keep themselves updated professionally through**

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

##### **Response:**

At Chembur Sarvankash Shikshanshastra Mahavidyalaya, faculty members are encouraged to continuously enhance their knowledge, skills, and technological proficiency. This is achieved through various initiatives and activities:

##### **In-House Discussions and Faculty Development**

Faculty members participate in in-house discussions on current developments and issues in education. To stay updated, they complete various faculty development programmes (FDPs) such as orientation, refresher courses, and short-term courses. These FDPs often focus on current educational issues, developments, trends, policies, and new technologies. After completing these courses, faculty members share their newly acquired knowledge and skills with their colleagues, fostering a culture of continuous learning and professional growth. Additionally, many have completed diploma and certificate courses organized by platforms like SWAYAM, and those who finish these courses motivate others by sharing their experiences.

##### **Participation in Educational Programmes**

The teaching faculty actively participates in seminars, workshops, and conferences, often presenting research papers and sharing their experiences with colleagues. They have authored books related to the B.Ed. curriculum and study materials for courses affiliated with Mumbai University, such as M.A. Education. Their research papers have been published in state, national, and international peer-reviewed journals.

##### **Advanced Degrees and Research**

Seven faculty members hold doctoral degrees in education, and three are Ph.D. guides. The institution's research centre organizes 'research meets' for faculty and students to discuss various subjects, research methods, and the challenges of research. These meets are particularly beneficial for guiding action research, a mandatory part of the B.Ed. programme's fourth semester. Additionally, one faculty member completed a minor research project funded by Mumbai University.

## Knowledge Sharing and Academic Collaboration

Faculty members frequently visit other colleges for academic purposes, enhancing their personal academic performance and keeping themselves updated. They share the information and knowledge gained from these visits through in-house discussions with colleagues. Faculty members also utilize various library references and online resources such as YouTube and educational websites to update and enrich their subject knowledge.

## University-Level Involvement and Professional Contributions

At the university level, faculty members are involved in educational committees, curriculum development, exam convening, paper setting, paper assessment, and moderation. Many serve as LIC members and participate in interview panels. They are often invited as resource persons, chairpersons, and speakers at various educational programmes, which help to professionally update both themselves and their colleagues.

## Adapting to COVID-19 and Technological Advancements

During the COVID-19 pandemic, all faculty members attended online webinars and FDPs to stay professionally updated and enhance their technological skills. These efforts included learning about online teaching, assignment submission, and online evaluation processes.

## Engagement with New Education Policy (NEP)

Regarding the new education policy, three faculty members successfully completed the online Professional Development Programme (PDP) on the Implementation of NEP-2020 through SWAYAM, organized by IGNOU. They shared their insights and knowledge with colleagues, and the institution organized workshops in various educational institutions to raise awareness about NEP's features.

Through these comprehensive and diverse efforts, teachers at Chembur Sarvankash Shikshanshastra Mahavidyalaya remain professionally updated, enhancing their teaching effectiveness and contributing to the institution's academic excellence.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

**Continuous Internal Evaluation(CIE) of student learning is in place in the institution**

## Response:

Chembur Sarvankash Shikshanshastra Mahavidyalaya's B.Ed. program is meticulously designed to develop skilled, knowledgeable, and tech-savvy future teachers. The two-year curriculum integrates continuous internal evaluation (CIE) of student learning through two main assessment processes: formative and summative assessments.

**A) Formative Assessment:** Formative assessment is project-based and spans across all four semesters. It includes community work, participation in co-curricular activities, internship programs, practice teaching lessons, reflective journals, unit tests, action research, and the preparation of learning resources.

- 1. Community Work:** Teacher trainees participate in community activities such as working with NGOs and special schools, which helps them serve the community. This involvement is scheduled by the faculty in charge for Semesters I and IV, and students submit reports that are assessed by teachers.
- 2. Co-curricular Activities:** In the first week of the first semester, a Talent Search program identifies and nurtures student talents. Trainees are encouraged to participate in various co-curricular activities to develop their skills, confidence, and creativity. This participation is mandatory and recorded as per University of Mumbai guidelines.
- 3. Internship Programs:** These include practice teaching lessons, reflective journals, preparation of learning resources, and administration of unit tests. Activities are evaluated by teachers. The program is designed to help student-teachers strengthen their skills and knowledge, ensuring they provide excellent learning experiences. Pre- and post-guidance is provided for each lesson, with oral and written feedback given after each session.
- 4. Preparation of Learning Resources:** Trainees must prepare learning resources in their pedagogy methods, which are evaluated by pedagogy teachers to ensure effective, interesting, and conceptually clear teaching.
- 5. Internal Exams:** Essays, class tests, assignments, and content tests are conducted every semester. Students must submit all related reports before the university exams. Additionally, there are two ability courses and one audit course spread across four semesters, for which students prepare and submit reports.

**B) Summative Assessment:** At the end of each semester, summative assessment is conducted through university final exams. The timetable for these exams is set by the university and communicated to students via notice boards and WhatsApp groups. Any changes are discussed with students well in advance.

Faculty members organize seminar presentations for each course to deepen knowledge, develop confidence, cooperation, self-study habits, and presentation skills. Teachers encourage diverse presentation methods, including posters, PowerPoints, dramas, and charts. Feedback is provided upon task completion.

**Support and Adaptation:** Teachers conduct tutorials, remedial teaching, and doubt clearance sessions to guide students on writing answers correctly and appropriately. During the COVID-19 pandemic, exams were conducted online for certain batches, and faculty members were trained to use online platforms for examinations and assessments.

Overall, Chembur Sarvankash Shikshanshastra Mahavidyalaya employs a comprehensive CIE system



that effectively combines formative and summative assessments to achieve Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), reflecting in the final results.

<b>File Description</b>	<b>Document</b>
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.2

**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.3

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

Chembur Sarvankash Shikshanshastra Mahavidyalaya has an active grievance redressal committee dedicated to resolving issues promptly, especially concerning examinations. This committee works diligently to identify and address problems before or during exams to minimize disruptions.

**Mechanism for Grievance Redressal Related to Examinations:**

At the beginning of each semester, teachers and the internal exam in charge provide students with comprehensive information about the internal and external examination and assessment procedures. Internal assessments consist of class tests, essays, assignments, and content tests. Each faculty member orients students about these components related to their respective theory papers. The internal exam in charge schedules these assessments and communicates the timeline to students well in advance to prevent last-minute issues. Students' performances in these components are reviewed with them, offering guidance for improvement.

**Practical Components:** Practical components include ability courses, audit courses, and project-based courses such as internships, community work, action research, reflective journals, and unit test administration. Teachers inform students about attendance requirements, the nature of the work, report writing, and participation to prevent grievances. Faculty members assess each student's performance, and the Principal and Exam Committee monitor the schedule and administration of these assessments.

**Handling Missed Examinations:** If a student misses an internal examination due to unavoidable circumstances, the institution offers a second chance on a humanitarian basis, considering the student's situation. The institution maintains a transparent policy for internal assessments, covering all theory and practicum components.

**External Examinations:** At the end of each semester, external examinations are conducted by the University of Mumbai. Students receive information about exam form filling from the institution, with office staff assisting those who need help. The University's timetable is promptly shared with students via noticeboards and WhatsApp groups. Any issues related to names, subjects, or exam centers are communicated to the University through email or in person. The University's responses are quickly relayed to the exam committee members and students. Additionally, the exam committee helps disabled students apply for extended time to write their exams.

**Post-Examination Procedures:** After the university results are declared, they are shared with students. Those unsatisfied with their performance can apply for revaluation within 15 days, with assistance from the college office staff. The college handles all revaluation and re-examination cases with the University and keeps students informed about the process and outcomes.

**COVID-19 Adjustments:** During the COVID-19 pandemic, university final exams for B.Ed. Semester IV (Batch 2018–2020) were conducted online. This required students to have two mobile devices, a strong internet connection, and a peaceful environment at home. To reduce barriers and stress, the exam committee arranged mock tests to familiarize students with the online exam format. Mentors stayed in touch with their mentees to resolve any issues, and faculty conducted revision lectures and MCQ practice sessions. For subsequent batches, exams were held online for certain semesters and offline for others. Faculty members were trained to use online platforms for examinations and assessment, ensuring accurate record-keeping during this period.

Thus we employ a robust and transparent grievance redressal mechanism for examinations, ensuring timely resolution of issues and maintaining fair assessment practices.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.6.4

#### The Institution adheres to academic calendar for the conduct of Internal Evaluation

##### Response:

Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSM) strictly follows the academic calendar for conducting internal evaluations, aligning with the B.Ed. curriculum requirements of Mumbai University. The academic calendar, prepared at the start of each academic year, encompasses all academic, curricular, and co-curricular activities necessary for both internal and external evaluations.

**Internal Evaluation Components:** Internal evaluation includes essays, class tests, assignments for every theory course, content tests for elective courses, community work, participation in co-curricular activities, ability course assignments, internships, preparation of learning resources, action research, and audit courses. These components are distributed across the four-semester B.Ed. program:

- **Semester I:** Ability course assignments, participation in CCA, and community work.
- **Semester II:** Internship with various activities.
- **Semester III:** Internship involving activities such as administration of unit tests and reflective journal writing.
- **Semester IV:** Internship with diverse activities, preparation of learning resources, ability course assignments, community work, action research, and reflective journal writing. All semesters include essays, class tests, and assignments in different subjects as internal components. The audit course is integrated throughout all semesters.

To ensure smooth functioning of the semester-wise evaluation process, CSSM prepares and adheres to the academic calendar. At the beginning of each semester, the internal exam in charge presents a comprehensive overview of internal evaluation through an orientation. Faculty members then provide detailed information and guidance about internal work specific to their courses.

**Planning and Execution:** The academic calendar schedules important events such as curricular activities, co-curricular programs, internships, examinations, and field visits. The internal examination timetable is prepared and shared with students well in advance, facilitating the effective execution of all essential activities. Internal exams are conducted according to the guidelines provided by Mumbai

University.

Each faculty member supports student teachers by outlining evaluation criteria, providing guidelines on expected content, points, presentation style, and allowing ample time for learning and submissions. Internship activities are planned based on the availability of schools, with practice teaching lessons being a crucial part of internal evaluation. The internship schedule is planned in advance, and the observation timetable is shared with faculty members. Each lesson is observed, evaluated, and feedback is provided both orally and in writing. The internship in charge informs students about the marking system for different internship activities.

**External Examinations:** At the end of each semester, university exams are conducted. Once the external exam schedule is received from the University, it is promptly shared with students. The paper pattern is discussed with students, and tutorial sessions, feedback sessions, and remedial teaching lectures are conducted to enhance their performance. The internal examination committee maintains performance records for each student.

**Adaptation During COVID-19:** During the COVID-19 pandemic, online platforms such as Google Classroom, email, and Google Forms were utilized for internal evaluations. All internal exams were conducted online, and teachers provided orientation on how to submit assignments and exam papers. The institution adjusted the academic calendar according to the situation and guidelines provided by the government and university.

In summary, CSSM meticulously adheres to the academic calendar for internal evaluations by organizing comprehensive schedules, providing detailed orientations, and maintaining clear communication with students and faculty. This systematic approach ensures the effective and timely completion of all internal evaluation components, contributing to the success of student teachers.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

**The teaching learning process of the institution are aligned with the stated PLOs and CLOs.**

**Response:**

Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSM) ensures alignment with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) outlined in the University of Mumbai's syllabus. To begin, an induction program is organized to familiarize new students with the

PLOs. Both the academic calendar and timetable are designed with PLOs and CLOs in mind, ensuring that each activity contributes to the comprehensive development of student teachers.

### **Key Steps in Aligning PLOs and CLOs:**

1. **Orientation on CLOs:** At the start of each semester, faculty members explain the CLOs for their respective courses during the first lecture. This orientation ensures that students understand the specific learning outcomes they are expected to achieve.
2. **Pre-Practice Teaching Workshop:** To prepare student teachers for the core PLOs of the B.Ed. program, a pre-practice teaching workshop is systematically conducted. This workshop includes micro-teaching and lesson planning activities, guided and observed by faculty members.
3. **Internship Program:** The internship program, a major component of Semesters II, III, and IV as mentioned in the syllabus, is carefully executed. This practical experience is essential for meeting several PLOs.
4. **Ability Courses:** Through ability courses, student teachers acquire crucial skills in ICT and reading and reflection, addressing the current educational needs and contributing to the PLOs.
5. **Community Work:** Scheduled in Semesters I and IV, community work follows the guidelines provided by the parent university, helping students achieve the PLOs through practical engagement with communities.
6. **Project-Based Activities:** Co-curricular activities, audit courses, creation of learning resources, reflective journals, action research, and internships are all project-based activities designed to fulfill the PLOs of the B.Ed. program. These activities ensure that student teachers engage in hands-on learning and practical application of their knowledge.
7. **Assignments and Tests:** Each course, comprising six units, includes assignments, class tests, essays, and content tests. These elements are meticulously completed by student teachers, guiding them towards achieving the CLOs.

**Evaluation Workshop:** An evaluation workshop is organized to introduce student teachers to the current evaluation system in schools. This workshop underscores the importance of evaluation in education and aligns with the PLOs by equipping students with necessary assessment skills.

Through these structured activities and programs, CSSM ensures that the teaching-learning process is in line with the stated PLOs and CLOs. This comprehensive approach not only meets the academic and professional requirements of the B.Ed. curriculum but also fosters the holistic development of student teachers, preparing them effectively for their future roles in education.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.2

### Average pass percentage of students during the last five years

**Response:** 99.76

#### 2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
98	95	75	95	59

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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

**Response:**

The B.Ed. program at Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSM) aims to develop the attitude, skills, and knowledge of student teachers through meticulously planned activities that complement the regular teaching-learning process. The PLOs (Program Learning Outcomes) are introduced during the induction program on the first day, while the CLOs (Course Learning Outcomes) are explained by each faculty member at the beginning of their respective courses.

CSSM, affiliated with the University of Mumbai, follows the university's B.Ed. syllabus, assessment scheme, and examination process for both internal and external evaluations. The program spans two academic years, divided into four semesters.

The PLOs are designed to track the progressive performance of students and their attainment of professional and personal attributes. These outcomes guide personalized training through integral pedagogy, mentoring, and comprehensive training that includes cognitive, social, emotional, moral, and practical teaching skills. The curriculum includes activities such as internships, practice teaching, community work, action research, and maintaining reflective journals, all aligned with the PLOs.

Each subject in the syllabus details the CLOs along with internal assessment components, which include essays, class tests, assignments, and content tests, particularly for pedagogy subjects. Every aspect of internal assessment is meticulously recorded. Faculty members prepare assessment sheets to document each student's performance, which are then uploaded to the university portal in the prescribed format at the end of each semester.

In addition to internal assessments, the University of Mumbai conducts external examinations at the end of each semester. The results, combining internal marks and external examination grades, are presented to students as grade points, aligning with the PLOs and CLOs. Based on these results, students receive guidance on their program and course outcomes to enhance their performance in subsequent semesters.

CSSM organizes various workshops to inculcate professional and personal attributes among students. These include workshops on micro-teaching, evaluation, lesson planning, and lesson guidance. To introduce student teachers to new educational strategies, CSSM holds workshops on innovative teaching methods and techniques, and faculty members conduct informative sessions on the importance of ICT in the teaching-learning process. During the COVID-19 pandemic, all activities, including practice teaching and university examinations, were conducted online. These activities were crucial in developing professional attributes in student teachers.

To foster personal attributes, CSSM organizes programs like soft skills training, workshops on time management and communication skills, and seminars on research methodology in education and action research paper presentation. The institution promotes values such as democracy, empathy, environmental protection, and awareness of learning disabilities through various activities, encouraging student teachers to implement these activities in their internship schools.

Seminars and group work assignments help develop interpersonal relationships among students while enhancing content understanding. Cultural programs organized by the student council enable future teachers to take on leadership responsibilities.

Overall, CSSM ensures that the progress in student performance on learning tasks is systematically recorded and reflected in their transcripts. This comprehensive approach tracks both cognitive and professional attributes, ensuring that student teachers develop holistically throughout their B.Ed. program.

<b>File Description</b>	<b>Document</b>
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.4

### **Performance of outgoing students in internal assessment**

**Response:** 82.47

#### **2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 80

<b>File Description</b>	<b>Document</b>
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.5

### **Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.**

#### **Response:**

At CSSM College, we prioritize understanding and addressing students' needs within the B.Ed. program, focusing on core subjects, practice teaching, personality development, and professional attributes. During the admission process, the committee members counsel each student based on their educational background, expertise, and confidence level. This initial counselling provides a comprehensive picture of each learner.

**Entry Mapping:** At the start of the course, we conduct entry mapping to identify competencies such as academic knowledge, technology skills, classroom management, student engagement, assessment skills, lesson planning, and professional development.



**Identification of Undeveloped Skills:** We organize pre-practice teaching workshops to help students master undeveloped teaching skills. For instance, a student lacking in classroom management receives theoretical information and a demo lesson from faculty. They then practice in groups, focusing on the identified skill. The teach-reteach cycle continues, incorporating peer and faculty feedback, until the student achieves mastery.

**Practice Teaching:** During internships, teacher educators monitor progress, review reflective journals, and provide feedback. For example, a student struggling with lesson planning might receive detailed feedback on their reflective journal entries, enabling them to improve their planning and execution. This internship, a key component of the B.Ed. program, combines practice teaching with other activities to enhance teaching skills.

**Learner Profile:** We create a learner profile for each student, assessing aspects like self-esteem, self-efficacy, strongest intelligence, and learning style. For example, if a student excels in visual learning, faculty might use visual aids and models to enhance their understanding. We also offer tutorials, remedial teaching, and re-exams for those needing extra help. Before semester exams, teachers guide students on the assessment process, helping them improve their performance.

**Different Assessment Tasks:** We consider the learning needs identified at the beginning of the program when organizing assessment tasks. Continuous Internal Assessment (CIA) includes essays, class tests, and assignments related to theory courses, along with project-based activities like internships, action research, competency courses, and community work. For instance, a student needing improvement in research skills might engage in an action research project, receiving feedback to develop this competency.

**Final Assessment:** The final assessment, based on university exams at the end of each semester, reflects students' progressive academic performance. The grades received demonstrate how well the initially identified learning needs have been met. For example, a student who initially struggled with technology skills but engaged in related activities throughout the program would likely show improved performance in this area by the final assessment.

**Exit Mapping:** At the end of the course, exit mapping enables the institution to assess how well the initially identified learning needs have been addressed through various assessment tasks and student performance. This process reflects the comprehensive development of each student, illustrating how effectively the program has catered to their individual needs from start to finish.

Overall, this comprehensive approach ensures that from the initial stage to the final stage, each student's performance is aligned with their identified learning needs, leading to their holistic development as effective teachers.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **2.8 Student Satisfaction Survey**

**2.8.1**

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.68**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

**Average number of research projects funded by government and/ or non-government agencies during the last five years**

**Response:** 0.2

**3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

#### 3.1.2

**Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

**Response:** 0.04

**3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.20	0

<b>File Description</b>	<b>Document</b>
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.3

**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.4

**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Copyrights or patents filed	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **3.2 Research Publications**

### **3.2.1**

**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

**Response:** 2.13

**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	1	9	2	14

<b>File Description</b>	<b>Document</b>
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.2

**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

**Response:** 0.13

**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	1	0

<b>File Description</b>	<b>Document</b>
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
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 year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1

**Average number of outreach activities organized by the institution during the last five years..**

**Response:** 4.6

### 3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	0	5	4

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.2

#### Percentage of students participating in outreach activities organized by the institution during the last five years

**Response:** 75.54

#### 3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
186	182	0	175	152

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.3

#### Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

**Response:** 40.87

### 3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
70	80	82	64	80

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

### 3.3.4

#### Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

**Response:**

**The mission of the institution is to “To produce teachers with a high purpose and intense pragmatism who will be the change agents in future “.**

In an alignment with mission and vision of the institution, the institution not only focuses on curricular and co- curricular activities but also on overall personality development of the students. To sensitize students about community issues and to work for them is one of the core activities of the institution. Through outreach activities students get an opportunity to improve their own self and influence community in general. The sense of belonging to the community needs to be harnessed right from the formative years. By influencing student teachers we reach out even to the school students who are future citizens.

Institution diversifies into various segments of society like underprivileged one and prioritises Special children, Children with learning disability, underprivileged and Orphan Children, Old age home, etc. While these outreach programmes are aligned with our mission statement, it also upholds the Indian constitutional values and protection given by article 38 and 39 that highlighted the welfare of this segments.

During the last five years the institution conducted various outreach visits at different places . CSSM faculties as well as students participated in the of community work service to sensitize students about community problems.



During the outreach visits students participate of in various activities like arranging speeches, games, posters, understanding elders; understanding their problems, creating craftwork for them, helping them out in every possible way. All this creates empathy towards them.

To conclude, we would say that outreach programme play a major role in developing wholesome personality and creates citizens that are sensitive towards each other and are more humane.

**Few Outreach Activities are listed below,**

1. On 3/12/2018, 4/12/2018, 11/3/2022, 19/3/2022 , 21/3/2022, 5/4/2022, 16/1/2023 and 20/1/2023 students visited at NASEOH Chembur and conducted activities for handicapped children.
2. On 4/12/2018 & 5/12/2018 Visited at SAAD Foundation Karjat for underprivileged Children.
3. On 6/4/2023, 90 Students visited at Happy Flock foundation, Karjat and Shradhanand Mahilashrum, Vasai and conducted activities for Old Age Home.
4. Visit at DOOR step School, NGO, and Grant Road and prepare activities for Underprivileged and Orphan Children.
5. On 19/3/2022, 5/4/2022, 16/1/2023 to 21 /1/2023 Students visited at K.M.S.D Shirodkar High school, Parel and prepared activities for Learning Disabilities Children.
6. On 3/12/2019 and 20/4/2022 the F.Y.B.Ed and S.Y.B.Ed total 95 students visited to Kushtarog Nivaran Samiti Shantivan Nere Panvel.
7. On 5/4/2022 students visited to Hashu Advani College of Special Education, Parel and conducted activities.

<b>File Description</b>	<b>Document</b>
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.5**

**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**

**Response:** 17

**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	4	3

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4 Collaboration and Linkages

#### 3.4.1

**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

**Response:** 1.8

**3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	1	0

<b>File Description</b>	<b>Document</b>
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 3.4.2

**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

**Response:** 6

**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 6	
<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.4.3**

**Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

**Response:** C. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - 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**

**Response:**

Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSM) excels in providing quality education, ensuring the holistic development of its students. The institution boasts a robust infrastructure that supports teaching, learning, and personality development.

The classrooms at CSSM are spacious, equipped with LCD projectors, screens, and Wi-Fi connectivity, creating a conducive learning environment. The Computer Lab houses 25 desktop computers with licensed Windows software, offering students essential technological resources. The entire campus benefits from uninterrupted Wi-Fi access, extensively used by students, faculty, and staff.

The Teaching Aid Section is well-stocked with maps, atlases, CDs, and handmade teaching models. These resources are meticulously organized for easy reference and are instrumental in enhancing the teaching process.

CSSM's library, located on the third floor, is a tranquil, well-ventilated space covering 2300 sq. ft., with a seating capacity for 100 students. The library offers a variety of collections, including textbooks, reference materials, periodicals, and research resources. It is equipped with Wi-Fi connectivity at a speed of 50 Mbps, facilitating access to e-journals, e-books, and authenticated databases. Students, faculty members, and research scholars frequently use the NLIST portal for academic purposes. The library also features a circulation counter, property cupboard, and computer access facilities.

The college's administrative section includes the Principal's office and Accounts office, both equipped with internet connectivity, ensuring smooth administrative operations.

The Conference Hall, used for presentations, academic discussions, and meetings, is fully air-conditioned and features an LCD projector with a screen.

The Hedgewar Auditorium, covering 2879 sq. ft., is air-conditioned and has excellent acoustics, complete with four speakers, an amplifier with a mixer, hand mikes, a podium, and an LCD projector with Wi-Fi connectivity. This space is used for both academic and recreational purposes.

The Language Laboratory at CSSM is designed to facilitate smooth English language learning, equipped with audio-visual devices that enhance the learning process.

In terms of sports facilities, CSSM is proud of its iconic sports ground and fitness equipment. The college provides spaces for indoor games such as badminton, carom, chess, and table tennis, as well as an open space for yoga. The outdoor sports facilities include a vast green grass courtyard for football, a

running track, and a basketball court. The state-of-the-art sports infrastructure is a testament to the college's commitment to promoting physical fitness and sports.

The Research Cell at CSSM has an impressive collection of theses, dissertations, research books, and journals. It can accommodate up to ten research scholars at a time, providing a space for guidance and reference.

For security purposes, CCTV cameras are installed throughout the campus, ensuring vigilant monitoring and safety.

In summary, Chembur Sarvankash Shikshanshastra Mahavidyalaya meets and exceeds the minimum specified requirements for teaching and learning facilities as per statutory bodies, offering a comprehensive and well-equipped environment for academic excellence and overall student development.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.1.2**

**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**

**Response:** 100

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

**Response:** 8

**4.1.2.2 Number of Classrooms and seminar hall(s) in the institution**

**Response:** 8

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

### 4.1.3

#### Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

**Response:** 10

#### 4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1.28	2.73	2.48	1.64	1.69

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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

**Response:**

Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSM) library is essential in supporting the academic and research needs of students and faculty. It serves as a comprehensive learning resource

center, offering ample space for reference and reading in a quiet, well-ventilated environment preferred by students for study and research.

The library uses SOUL (Software for University Libraries), an advanced library automation software designed and developed by INFLIBNET. Operating in a client-server environment, SOUL is user-friendly and Windows-based, currently running version 2.0. This software facilitates efficient library management and enhances user experience.

CSSM's Web OPAC (Online Public Access Catalogue) provides a versatile and easy-to-use interface for searching books and reading materials. It effectively supports cataloguing and report generation, delivering precise results across all modules. The OPAC module acts as a dynamic information desk, serving the user community by making the library's resources easily accessible. The library also subscribes annually to NLIST services from INFLIBNET, ensuring students and faculty have access to a wide range of electronic resources.

The CSSM library boasts a collection of 21,428 items, including books, periodicals, and magazines. Its rare book collection features works on freedom fighters and periodicals in the Marathi language. The library maintains its own website, providing access to open domain resources, essential for comprehensive research and study.

To support students preparing for CTET and other competitive exams, the library offers a variety of essential resources. Additionally, the library has implemented Calibre, eBook management software that organizes and provides access to a vast collection of PDF books. This software allows learners to read, view, and download content easily, significantly enhancing their research capabilities.

Overall, the automation of the CSSM library using the Integrated Library Management System (ILMS) ensures students have seamless access to a wealth of information, supporting their academic and research endeavours effectively.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Institution has remote access to library resources which students and teachers use frequently**

**Response:**

The Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSM) library consistently adopts new

technologies to provide user-centric services, including remote access for off-campus users. This remote login feature enhances the usage of e-resources, ensuring that learning continues uninterrupted with 24/7 access to a variety of licensed materials. The library annually renews its subscription to e-resources through NLIST, hosted by INFLIBNET, offering affordable access to extensive databases.

Through NLIST, teachers, students, and researchers can access a wide range of e-journals, including Economic and Political Weekly, Indian Journals, J-Stor, and H.W. Wilson, among others. Additionally, they can access eBooks from Cambridge Books Online, E-library, Hindustan Book Agency, Sage Publication Books, and many more. Remote login enables the user community to access the library portal, which provides comprehensive information on available resources, collections, and other valuable materials.

Students frequently use platforms such as the National Digital Library (NDL), Directory of Open Access Journals (DOAJ), Directory of Open Access Books (DOAB), and Shodhganga to meet their academic needs. The library’s website includes a list of useful Open Educational Resources (OER), ensuring students can easily find and utilize these materials.

The library also conducts awareness programs through the National Digital Library Club, such as information literacy programs, Reading Motivation Day, introductions to the NLIST portal, and online quizzes. These initiatives help students become familiar with the digital resources available to them.

The library website serves as a crucial online platform, offering essential academic links and access to open domain resources. Research scholars utilize the library extensively to gather relevant literature and data for their studies. By leveraging resources like Shodhganga, NLIST databases, and JSTOR, researchers ensure their work is of exceptionally high quality.

In summary, the CSSM library provides a robust gateway for remote access to its resources, enabling teachers and students to frequently and effectively use a wide range of academic materials.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

### 4.2.3

**Institution has subscription for e-resources and has membership/ registration for the following**

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**



**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

**Response:** 0.39

**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.50	0.46	0.14	0.31	0.54

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.5

**Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 17.67

**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 632

**4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 652

**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 701

**4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 865

**4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 878

**File Description**

**Document**

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 last completed academic year with seal and signature of both the librarian and principal

[View Document](#)

Any other relevant information

[View Document](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[View Document](#)

#### **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**

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**

**3.Documents are obtained as and when teachers recommend**

**4.Documents are obtained as gifts to College**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.3 ICT Infrastructure

### 4.3.1

#### **Institution updates its ICT facilities including Wi-Fi**

**Response:**

Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSM) provides robust ICT facilities that support both academic and administrative activities, fostering an effective learning environment. The entire campus is equipped with Wi-Fi connectivity at a speed of 100 Mbps, accessible in classrooms, auditoriums, and the library. This service is provided free of charge to students and faculty.

In classrooms, LCD projector screens are installed to facilitate the easy understanding of concepts. Teachers utilize these projectors and screens for effective teaching and learning. This ICT infrastructure, initially installed in 2008, is regularly upgraded to meet the evolving needs of faculty and students. The college renews its maintenance contract annually to ensure the smooth functioning of the entire system.

The college's computer lab comprises 25 desktop computers and three laptops designated for academic use. This lab serves as a valuable resource for students, helping them gather information for coursework and develop technical skills through hands-on practice. It also provides a collaborative environment where students can work in groups, enhancing their learning experience. All devices in the lab have licensed copies of Windows and are maintained by a professional technician.

In the library, three desktop computers facilitate easy access to NLIST resources. The library also uses Calibre E-library software, accessible through a LAN connection.

The administrative section of the college is equipped with two photocopiers with scanning capabilities, used by the administrative staff. Photocopying services are available to students at a minimal charge. For accounting and audit purposes, the CSSM administration department uses the latest version of the Tally package.

The college has 10 Bluetooth speakers and two hand mikes, which are extensively used for delivering lectures across various settings. The language laboratory's audio system includes microphones, amplifiers, and speakers, facilitating clear audio communication for listening exercises.

Additionally, the CSSM YouTube channel serves as a dynamic platform for sharing educational content created by students and faculty members.

In summary, Chembur Sarvankash Shikshanshastra Mahavidyalaya's ICT facilities, including Wi-Fi, are regularly updated and maintained to support academic and administrative functions, ensuring a high-quality learning environment for all.

<b>File Description</b>	<b>Document</b>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **4.3.2**

##### **Student – Computer ratio for last completed academic year**

**Response:** 4.8

<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **4.3.3**

##### **Internet bandwidth available in the institution**

**Response:** 100

##### **4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

**Response:** 100

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.4

**Facilities for e-content development are available in the institution such as**

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

**Response:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

**Response:** 10

**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.28	2.73	2.48	1.64	1.69

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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**

**Response:**

At Chembur Sarvankash Shikshanshastra Mahavidyalaya (CSSM), the maintenance and utilization of physical, academic, and support facilities are systematically managed through various policies and procedures.

**Annual Maintenance Contracts (AMC):** To ensure the campus remains in optimal condition, annual maintenance contracts are outsourced to vendors. These contracts cover the upkeep of ICT facilities, with renewals conducted each year. The college administration oversees these services, ensuring continuous maintenance and upgrades.

**Financial Budgeting:** Each academic year, the college prepares a financial budget, which is reviewed and approved by the Governing Body of the Management. This budget is crucial for maintaining, upgrading, and adding facilities for students' benefit. It includes provisions for the repair and maintenance of infrastructure, electronic equipment, solar panels, and other essential facilities required for the smooth operation of the college.

**Library Management:** The Library Committee, consisting of two senior teachers, two student representatives, a faculty member from the self-financed course, the Librarian, and the Principal (as chairperson), oversees the library's functioning. This committee gathers and implements suggestions from library users, ensuring that decisions benefit students and faculty members. Meetings are conducted with a prepared agenda, and minutes are meticulously recorded to ensure proper implementation of decisions. Additionally, the Librarian conducts an annual stock check and regular stock verification with

the support of staff.

**Housekeeping Services:** For cleaning and maintenance, the college outsources housekeeping services. This team ensures thorough and efficient cleaning, providing a clean and hygienic environment for learning and working. They diligently maintain cleanliness in the library, classrooms, administration offices, and outdoor spaces, keeping all areas tidy and sanitized.

**ICT and Laboratory Facilities:** The college's computer lab, which includes 25 desktop computers and three laptops, is maintained by a professional technician. This lab serves as a valuable resource for students, helping them gather information for coursework and develop technical skills through hands-on practice. All devices have licensed copies of Windows. The library also has three desktop computers to facilitate access to NLIST resources and uses Calibre E-library software through a LAN connection.

**Classrooms and Learning Spaces:** Classrooms are equipped with LCD projectors and screens, installed to facilitate easy understanding of concepts. These tools are used extensively by teachers to enhance the teaching and learning experience. Regular updates and maintenance are conducted to ensure these facilities meet the evolving needs of faculty and students.

**Sports and Recreational Facilities:** The sports complex and other recreational areas are maintained to provide students with facilities that promote physical fitness and overall well-being. The maintenance of these areas is included in the annual budget and managed through outsourced services to ensure they remain in top condition.

**Administrative Support:** The administrative section is equipped with two photocopiers with scanning capabilities and uses the latest version of the Tally package for accounting and auditing purposes. Photocopying services are available to students at minimal charges.

**Audio-Visual and Communication Tools:** The college has 10 Bluetooth speakers and two hand mikes for lectures and presentations. The language laboratory is equipped with microphones, amplifiers, and speakers to facilitate clear audio communication for listening exercises. Additionally, the CSSM YouTube channel serves as a platform for sharing educational content created by students and faculty.

In summary, CSSM's policies and procedures for maintaining and utilizing its facilities ensure a well-maintained, efficient, and conducive environment for academic and extracurricular activities.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel



- 9. Canteen
- 10. Toilets for girls

**Response:** B. Any 7 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.3

**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

**Response:** C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.4

**Institution provides additional support to needy students in several ways such as:**

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 7.6

**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	04	04	04	05

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.2

**Percentage of student progression to higher education during the last completed academic year**

**Response:** 2.06

**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 2

**5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**

**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.3

**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**

**Response:** 6.18

**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	4	5	4	1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

#### **Student council is active and plays a proactive role in the institutional functioning**

#### **Response:**

Student council of our institution is active & plays a proactive role in the institutional functioning in many ways such as

**Pioneer Status & Integral Role:** - Our college, one of Mumbai's oldest educational institutions, has long been a leader in Student Council activities. The Student Council is a vital component of the institution, influencing all facets of academic, educational, and social life.

**Bridging the Gap:** - For many years, it has acted as a cornerstone of discipline, serving as a liaison between students, teachers, and administrators. Whether addressing daily administrative issues or proposing significant improvements to the academic standards, the Student Council is indispensable.

**Credibility & Representation:**-The effectiveness of co-curricular and extra-curricular activities heavily relies on the active involvement of the Student Council. The Council's institutional significance is evident as its representatives are included in various college management committees. These representatives, elected by students through a secret ballot, hold substantial credibility in executing tasks and implementing changes.

**Specialized Cells & Event Coordination:** - The Student Council is organized into several specialized cells, including those for grievances, cleanliness, discipline, and photography. Additionally, there are dedicated representatives responsible for coordinating cultural programs, sports competitions, seminars, and educational workshops. This structured system has been operational and efficient for many years.

**Enhancing Education Quality:** - The inclusion of Student Council representatives in key college management committees further underscores their importance. As the voice of the student body, these

representatives play a crucial role in enhancing the quality of education. They communicate students' concerns and grievances to the administration and propose solutions to foster the overall development and well-being of the student community.

**Comprehensive Involvement:** - Beyond the regular roles within the Student Council, our college appoints specific representatives to oversee Cleanliness, Discipline, and attendance. The Council's proactive involvement is essential in organizing a variety of events and activities, such as cultural programs, sports competitions, seminars, workshops, field trips, and picnics. Moreover, they assist in executing community projects planned by the faculty.

**Proactive Contribution:**-In conclusion, our college's Student Council is a proactive entity that significantly contributes to the institution's functioning and the welfare of its students. By addressing administrative issues, organizing events, and representing student interests in management committees, the Council ensures a harmonious and productive academic environment.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3.2

**Average number of sports and cultural events organized at the institution during the last five years**

**Response:** 7.6

**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	6	7	8

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.**

**Response:**

**Alumni association of our institution is non-registered but play active role & contribute significantly for the development of the institution in following ways**

**Alumni Association and Institutional Ties: -**

Continuing the rich tradition of fostering strong connections between alumni and the alma mater, our college organizes numerous interactions, programs, and activities annually. The Alumni Association meets twice a year on campus, attended by Principal Dr. Chandrashekher Chakradeo, Chairman of the Alumni Association, Mr. Sandeep Gamre, Secretary of the Alumni Association, and other members.

**Maintaining Strong Links:-**

Our alumni maintain robust connections with the college, significantly contributing to the academic and personality development of current B.Ed. students. Many alumni, working in educational institutes, go the extra mile to arrange internships for our students, ensuring the smooth functioning of this essential component of the teacher training program.

**Career Opportunities and Recruitment:-**

Alumni in key academic and educational positions encourage our current students to apply for openings in their institutions, providing them with fair recruitment opportunities. They also assist by sharing information about job openings in other institutions, helping students navigate the job market effectively.

**Guest Speakers and Event Participation:-**

Senior alumni frequently visit the college as chief guests for cultural programs or main speakers for

academic seminars and workshops. Their presence and participation enrich the learning experience for current students. Our Alumni like Aditi Madhavan conducted online talk on 'Sustainable Menstruation Practices. It is open for all students irrespective of their gender. Our Sanskrit Pedagogy alumni work as resource person for 'Sanskrit Spoken Course', as well as alumni named Mr. Shrikant Kulkarni trained our B.Ed. students in 'Modi Language' which is one of the ancient language of India. Like this in many ways our different alumni participated as a resource person & guest speaker for the welfare of student teachers & institution also.

### **Career Guidance and Professional Development: -**

Alumni play a crucial role in providing career guidance to students during their learning process and practice teaching. They offer certificate courses, such as 'Sanskrit Spoken Course' and 'Modi Language Course,' to familiarize B.Ed. students with ancient languages. Additionally, alumni share their professional experiences with teacher trainees, helping them prepare for their first job and professional life.

### **Support in Cultural Events:-**

Alumni support is also evident in organizing cultural events and celebrating major festivals, such as 'Diwali Pahat,' on campus. Their involvement in these activities nurtures special talents among students and enhances the overall educational experience. President of our alumni association frequently invited as a guest for cultural programmes like 'Farewell' & 'Annual function' etc.

### **Contribution during Pandemic: -**

During pandemic when the whole world is closedown and suffering to function their daily activities at that time we as an institution also face many problems specially with internship programme of B.Ed. students. At this time our alumni working as a teacher and Principal in many schools, they support us to run internship programme in online mode. Some of our alumni gives demonstration lesson, shadow lessons to B.Ed. students. Some alumni those are working as principal in schools they help us to give their secondary classes in online mode for practice teaching and conducting activities to our B.Ed. students during their internship.

### **Donation for the wellbeing of the Institution: -**

Financial contribution of alumni is also becoming main support to us. As our Chembur Education Society planning to build new building for B.Ed. and its other schools, donation given by alumni was utilised as a building development fund.

### **Feedback on B.Ed. curriculum:**

Our alumni also actively participated to give feedback on B.Ed. curriculum. The link of feedback was shared with them through google form and feedback given by alumni & other stake holders are published on college website.

Overall, the Alumni Association acts as an effective support system for the institution, motivating and nurturing special talent through various initiatives and continuous engagement with the college.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.4.2

**Alumni has an active role in the regular institutional functioning such as**

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

**Response:** A. Any 6 or more of the above

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 5.4.3

**Number of meetings of Alumni Association held during the last five years**

**Response:** 10



#### 5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

#### 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.**

#### **Response:**

The Alumni Association at our institution plays a pivotal role in supporting and enriching the academic and extracurricular landscape. This strong connection with former students serves as a vital resource for current students, providing valuable opportunities for growth and development. Here's how the Alumni Association contributes:

#### **Academic Support and Professional Experience Sharing**

Alumni who are now educators actively participate in academic programs by sharing their professional experiences through live online sessions. These shadow lessons offer current teacher trainees insights into innovative teaching methods and new skills, encouraging them to reassess and enhance their own teaching practices.

#### **Online Sanskrit Course**

For the past two years, alumni specializing in Sanskrit have organized an Online Sanskrit Course. Sanskrit, an ancient and complex language, holds significant historical and cultural value. Alumni, acting as resource persons, guided participants through the structured and unique grammar and syntax of Sanskrit. Upon course completion, participants received certificates, acknowledging their new skills and knowledge.

#### **Health Awareness Programme on Sustainable Menstruation Practices**

Recognizing the need for sustainable health practices, alumni organized a health awareness program

focused on 'Sustainable Menstruation Practices.' This initiative addressed environmental and health concerns related to conventional menstrual products, promoting eco-friendly and reusable alternatives. Such programs highlight the alumni's commitment to fostering awareness and adopting sustainable practices.

### **Workshop on Modi Script**

Alumni also conducted a month-long workshop on the Modi script, a historical cursive script used for writing Marathi. The workshop emphasized the script's historical significance and its use in speed writing for royal edicts. Participants engaged in learning this script, culminating in a written exam, with successful students receiving certificates. This initiative underscored the importance of preserving cultural heritage.

### **Participation in Cultural Activities**

Every year, alumni actively participate in cultural events, including sponsoring Diwali celebrations and the Annual Function. Their involvement and sponsorship make these events more vibrant and memorable, showcasing their dedication to enriching the cultural fabric of the institution.

### **Guidance during Internship:**

Alumni helps institution during internship in many ways like, making schools available for internship, guiding student teachers during classroom teaching learning process, mentoring B.Ed. students for their personal & academic problems during internship. Some of our alumni work as principal in many schools, they also guide our student teachers in organising different co-curricular activities in schools. Even some times our alumni observe the activities organised by B.Ed. students & give constructive feedback on it.

In conclusion, the Alumni Association significantly enhances the institution by providing academic support, promoting cultural heritage, encouraging sustainable practices, and enriching cultural activities. Their on-going engagement and support create a dynamic and nurturing environment for current students, helping them develop innovative skills and gain valuable knowledge.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 6 - 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**

**Response:**

The vision & Mission of the Institution is as follows:-

**Vision:-**

???????? ?????? ??????? ??????????????s?????: |

Elevate yourself through the power of your mind. The Teacher should be a Lifelong Learner.

At Chembur Education Society, 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 as lifelong learners who embrace knowledge as a continuous journey.

**Mission:**

“To produce teachers with a high purpose and intense pragmatism who will be the change agents in the future.”

Our mission is to cultivate teachers who possess a strong sense of purpose and practical wisdom, equipping them to be future change agents. We emphasize the development of educators who are not only knowledgeable but also pragmatic and dedicated to making a positive impact.

**Nature of Governance and Leadership:**

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. Leadership at our college is strong and inclusive, aligned with our vision and mission. The Principal plays a crucial role in guiding the institution, fostering an environment conducive to learning and growth, and inspiring both students and faculty through leadership, integrity, and dedication to educational excellence. The Principal's strategic planning and effective communication ensure the smooth functioning of the college and strive to empower everyone to reach their full potential. Additionally, the Principal heads various committees, ensuring holistic development for students.

**Committees and Their Roles:**

Our college has different committees aimed at enhancing various academic and administrative functions. These committees play a crucial role in realizing and achieving the vision and mission of the college. For instance:

The Research Committee fosters innovation and academic excellence.

The Library Committee ensures that library resources and services align with the institution's educational goals, promoting a vibrant learning community.

Other committees, such as the Practice Teaching Committee, Student's Council, Internal Assessment Committee, Sports Committee, and Community Work Committee, address specific focus areas, fostering a conducive environment for learning and growth.

**Perspective Plans:**

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

**Key aspects of our perspective plans include:**

- Promoting and enhancing a sense of lifelong learning among teachers.
- Strengthening a culture of innovation and collaboration among educators.
- Equipping teachers with the resources they need to be effective educators.
- Through these efforts, we strive to continuously improve and adapt, ensuring that our institution remains a beacon of educational excellence.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.1.2**

**Institution practices decentralization and participative management**

**Response:**

At Chembur Sarvankash Shikshanshastra Mahavidyalaya, decentralization and participative management are core principles that shape our organizational structure and decision-making processes. These practices empower and involve stakeholders at all levels in the decision-making processes, ensuring a more inclusive and effective governance system.

### **Governance and Decision-Making Structure**

Our institution is overseen by a governing body that convenes monthly to deliberate and resolve key matters. Additionally, there is a college committee, which includes both teaching and non-teaching staff that addresses a variety of educational and administrative issues. This structure ensures a democratic and efficient decision-making process, where diverse perspectives are considered, and responsibilities are shared.

### **Stakeholder Involvement:**

Both teaching and non-teaching staff are considered essential members of our institution. Their expertise and insights are actively sought in administrative decisions, resource allocation, and creating a harmonious campus environment. This collaborative approach ensures that the diverse perspectives of all staff members contribute to the institution's growth and development.

### **Student Participation:**

Students also play a crucial role in our institution's governance. They engage in student councils, committees, and regular feedback sessions, where their voices are valued. Their input significantly contributes to the continuous improvement of our educational offerings, ensuring that the institution remains responsive to their needs and aspirations.

### **Fostering a Collaborative Culture:**

Through decentralization and participative management, our institution aims to foster a culture of collaboration, innovation, and shared responsibility. By involving stakeholders in decision-making, we benefit from the collective intelligence of our community. This approach promotes a sense of ownership and commitment among all stakeholders, leading to increased engagement and a more effective decision-making process.

### **Real-world examples illustrate our approach of Participative management & Decentralization:-**

#### **Practice Teaching:**

Our practice teaching program exemplifies true decentralization. The Practice Teaching Committee is responsible for the implementation and continuous improvement of teaching practices for our B.Ed. students. A Practice Teaching Lesson Groups, led by a student with exceptional leadership skills, guides peers through collaborative learning experiences. This structured process includes lesson planning, guidance, actual teaching in schools, and continuous evaluation. Students receive mentorship from experienced teachers, observe various teaching methods, gradually assume teaching responsibilities, and receive constructive feedback to enhance their skills.

### Library Management:

In our library, decentralization involves distributing decision-making authority and responsibilities among its members. This inclusive approach allows for a more responsive and adaptable library system, ensuring that resources and services meet the needs of the college community effectively.

### Vedh Festival:

The Vedh college festival is a prime example of participative management. Students are deeply involved in event planning, coordination, and execution. This involvement empowers them to contribute their ideas, skills, and talents, resulting in a dynamic and engaging festival. The Vedh Festival provides opportunities for students to showcase their creativity, leadership qualities, teamwork, and event management expertise. Through these practices of decentralization and participative management, Chembur Sarvankash Shikshanshastra Mahavidyalaya ensures that all stakeholders are actively involved in shaping the institution's future.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

#### The institution maintains transparency in its financial, academic, administrative and other functions

##### Response:

Chembur Sarvankash Shikshanshastra Mahavidyalaya is dedicated to maintaining transparency across all aspects of its operations, including 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, such as revenue sources, expenses, and investments. Copies of audited statements, duly signed by the Chartered Accountant and the Principal, are available on our college website, reinforcing our commitment to financial transparency.

**Academic Transparency:** The institution promotes academic transparency by providing clear and comprehensive information about its programs, courses, and admission requirements. This ensures that prospective students and other stakeholders have a complete understanding of the academic offerings and standards.

**Administrative Transparency:** Administrative transparency involves open access to administrative

processes, decisions, and documentation. The institution maintains accounts using the Tally package, and regular audits ensure accountability and transparency across all functions. Policies and procedures are implemented fairly and transparently, and decision-making processes include input from relevant stakeholders. Open lines of communication are maintained with staff, faculty, students, and the wider community, encouraging feedback and promptly addressing concerns.

**Transparency in Other Functions:** The institution promotes transparency in governance, procurement, and resource allocation. It adheres to ethical practices and follows applicable laws and regulations. By upholding these standards, the institution demonstrates its commitment to ethical practices and fosters a culture of openness, integrity, and responsible governance.

**Feedback Mechanisms:** Our college has effective mechanisms for gathering feedback, such as suggestion boxes and open forums, which are enthusiastically managed by our Principal. These avenues promote transparency in the day-to-day operations of the college, ensuring that stakeholders' voices are heard and considered in decision-making processes.

**Fostering a Culture of Transparency:** Overall, the college fosters a culture of transparency in all areas, enhancing trust, engagement, and effectiveness within the institution. By consistently upholding transparency in financial, academic, administrative, and other aspects, the institution builds a solid foundation of trust and accountability, which is crucial for its success and reputation.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

##### Response:

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.

#### Case report of Chembur Sarvankash Shikshanshastra Mahavidyalaya

The institution has successfully implemented a programme on 'I for inclusion' in collaboration with St.Xavier's Resources for Visually Challenged (XRCVC) as a one of the important activity during the academic year. The I for Inclusion aim at orienting the pupil teachers about different types of disabilities.

Helping them to understand different national & international legislations that protects & provide safeguards the rights of Disable persons. The programme is also intended to equip the learner with the practical hands on strategies used to handle, treat & educate the disable learner, equipment's & aids used for their teaching learning process.

The entire session has several themes as follows:-

**1) Understanding Diverse Needs:** This session explained the concept of special needs and characteristics of children with disabilities (sensory, neuro-developmental, loco-motor & multiple disability. Method- Simulation, wherein participants will be taken on a virtual tour of experiencing different disabilities.

**2) Understanding Inclusion:-** Through brainstorming and activities volunteers

explained the meaning and need of inclusion. This will be followed by explanation about the different models of inclusion (Charity Model, Functional Model and Human Rights Model)

**3) Nurturing inclusion:-** Activity based session helped understanding the barriers and facilitators of inclusion: Attitudinal, Social and Infrastructural.

**4) Policies and legislations promoting inclusion:-** Case-studies and role play we oriented the participants about the need of legislations, national and international legislations for persons with disabilities.

**5) Intervention strategies for different disabilities:-** This includes disability wise curricular adaptations, strategies for differentiating content in an inclusive classroom, alternative means for assessment and evaluation in an inclusive classroom, educational concessions, facilities and provisions.

**6) Assistive Technologies:-** This session demonstrated the use of different

assistive devices available for persons with disabilities and provide you with a hands-on experience about handling the same.

**7) Understanding the role of the special educators:-** Through role play the participants were oriented about the Profile and Role of General teachers and Resource Teachers in inclusion.

**8) Role of NGO in supporting inclusive school: -** Discussion and case-presentations, provided guidelines and support regarding how to set up a resource centre for students with disabilities in a school and/ or a college.

**9) Pre-support and pre-vocational training programme for children with special needs:-** This session provided orientation about developing their pre-vocational skills and supports which will make them ready for varied types of work-environments.

The programme was followed by Group activities & presentations and feedback by the participants.

Overall the programme has great impact on the learner to understand the Inclusion in both theoretical & practical point of view.



The entire programme has several aspects such as Sensitisation of Visual Impairment, Hearing Impairment, Locomotor Disability, Understanding Disabilities & legislations, Orientation to Indian Sign Language, General Principles of Inclusion, Teaching Tips, and Team approach.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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.**

**Response:**

Chembur Sarvankash Shikshanshastra Mahavidyalaya operates through a variety of institutional bodies to ensure smooth and efficient management. These bodies, including the College Development Committee (CDC), College Management Committee (CMC), Governing Council, Student Council, Internal Quality Assurance Cell (IQAC), and several other specialized committees, oversee different aspects of the college's operations. Their functioning is characterized by effectiveness, efficiency, and transparency, supported by well-defined policies, administrative setup, appointment and service rules, and procedures.

**College Development Committee (CDC):**

The CDC advises the college on academic and administrative matters, ensuring alignment with the institution's mission and goals. It plays a crucial role in the strategic planning and development of the college.

**College Management Committee (CMC):**

The CMC is responsible for the day-to-day administration of the college. It oversees the implementation of policies and procedures, ensuring efficient and effective operations across all departments.

**Governing Council:**

The Governing Council provides direction to the college, ensuring that it meets its mission and goals. It offers strategic guidance and oversight, making sure that the institution adheres to its long-term vision.

**Student Council:**

The Student Council is a representative body of the students. It communicates student interests to the administration and provides advice on student affairs, playing a vital role in ensuring that student voices are heard and considered in decision-making processes.

#### **Internal Quality Assurance Cell (IQAC):**

The IQAC is responsible for maintaining the quality of education within the college. It conducts regular assessments of the college's programs and activities, making recommendations for continuous improvement. The IQAC ensures that quality assurance mechanisms are in place and are effectively implemented.

#### **Library Committee:**

This committee manages and develops library services, ensuring the acquisition of quality learning materials and the organization of library activities. It also oversees the library budget, ensuring that the library functions efficiently as a key learning resource.

#### **Various Specialized Committees:**

The college has several other committees, such as the Admission Committee, Curriculum Committee, Cultural Committee, and Finance Committee. Each committee is responsible for specific aspects of the college's operations, ensuring that all areas function smoothly and efficiently.

#### **Policies and Procedures:**

The effectiveness and efficiency of these institutional bodies are supported by clear policies and procedures. These include appointment and service rules that ensure the right individuals are placed in positions where they can contribute effectively. The administrative setup is designed to facilitate smooth communication and coordination among different bodies, ensuring that decisions are implemented effectively and efficiently.

#### **Transparency and Inclusivity:**

Transparency is a key characteristic of the functioning of these bodies. Open lines of communication, inclusive decision-making processes, and regular assessments ensure that all stakeholders are informed and involved. This promotes a culture of trust and accountability within the institution.

Overall, the institutional bodies at Chembur Sarvankash Shikshanshastra Mahavidyalaya work in a coordinated and transparent manner to ensure the effective and efficient functioning of the college. This is evident from the well-defined policies, robust administrative setup, and comprehensive procedures in place.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

### 6.2.3

**Implementation of e-governance are in the following areas of operation**

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

**Response:** A. Any 6 or more of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.4

**Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.**

**Response:**

The institution believes that teaching, research & extensions are the three pillars of education. The institution is doing great work by imparting training to pupil teachers and also doing excellent extension activities in collaboration with Department of Life Long Learning & Extension, Mumbai University.

The IQAC has decided to further foster a research-oriented environment within the institution through

collaborative efforts. Consequently, it was decided that the institution will host a one-day state-level workshop on Research Methodology in Education in collaboration with D D Vispute College of Education, Panvel, & Gurukrupa College of education & Research, Kalyan & with which our college has a Memorandum of Understanding (MoU).

The one Day State level workshop on Research Methodology in collaboration with Vispute College of Education was held on 8th January 2023. Further another Day State level workshop on Research Methodology in collaboration with Gurukrupa College of Education, Kalyan was held on 19th March 2023.

### **One day State Level Workshop on Research Methodology organized on 8 January 2023**

This collaborative workshop with Vispute College of Education, Panvel 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.

### **One day State Level Workshop on Research Methodology organized on 19th March 2023**

In order to promote research culture the institution has conducted one more collaborative programme with Gurukrupa College of Education & Research, Kalyan on 19 March 2023. This state level workshop on research methodology was divided into five sessions that Session 1 as Introduction of Research, Session 2 as Review of related Literature, Session 3 as Research Design, Session 4 as Data Collection & Analysis, Session 5 as Summary and Conclusions. Thus this workshop has given the comprehensive picture of the various topics and chapters that are included in any research. All the participants benefited and enriched by getting training from various experts in the field of education.

**Impact & Outcome:-** Both the above research oriented programme helped the institution to promote the research culture in the institution and the following were the impact & outcomes

1. To develop an understanding about the meaning of research & its application in the field of education.
2. To enable the participant to prepare the research proposal.
3. To enable the participants to understand different types of variables, formulate hypothesis, use of appropriate sampling techniques for educational research.
4. To enable the participants to understand data analysis & write the research report.
5. To impart capabilities for formulation & testing of hypothesis based on different types of research.
6. To orient different statistical packages available for data analysis.
7. To make aware the participants about the different trends in discipline specific research.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

#### Effective implementation of welfare measures for teaching and non-teaching staff is in place

##### Response:

#### Welfare Measures for Teaching and Non-Teaching Staff at Chembur Sarvankash Shikshanshastra Mahavidyalaya

**Professional Development:** Our institution prioritizes the professional growth and skill enhancement of both teaching and non-teaching staff. We regularly conduct workshops, seminars, and training sessions to ensure they stay abreast of the latest trends and advancements in their respective fields.

**Leave Policies in Accordance with University of Mumbai Rules:** The College adheres to the leave privileges established by the University of Mumbai. Faculty members and non-teaching staff are entitled to avail themselves of Earned Leave (EL), Casual Leave (CL), and Maternity Leave for female staff. Faculty members are granted duty leave to present papers at conferences and seminars. Similarly, non-teaching staff are encouraged to attend workshops to enhance their administrative skills, with duty leave granted accordingly by the Principal. Staff members are also entitled to medical leave for health-related issues, ensuring they can focus on recovery with proper documentation and communication with the Principal.

**Work-Life Balance:** Our institution places great emphasis on maintaining a healthy work-life balance. We ensure manageable working hours and supportive leave policies. Additionally, staff picnics and occasional tours are organized for both teaching and non-teaching staff to promote relaxation and team bonding.

**Financial Support:** The College offers financial support in the form of advances to staff members upon request, helping to meet their financial needs in times of necessity.

**Recognition and Awards:** Outstanding contributions from both teaching and non-teaching staff are regularly acknowledged. On the auspicious day of Guru Purnima, the management honour the contributions of teachers with due respect and appreciation, celebrating their dedication and hard work.

**Pension Plan:** The institution provides a comprehensive pension plan for all eligible staff members. Those who joined the service after 2005 are covered under the National Pension Scheme (NPS). Additionally, the college offers a gratuity benefit to retired personnel in accordance with government norms.

These welfare measures are implemented to ensure the well-being, professional development, and satisfaction of both teaching and non-teaching staff, fostering a supportive and motivating work environment at Chembur Sarvankash Shikshanshastra Mahavidyalaya.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

**Response:** 0

**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

<b>File Description</b>	<b>Document</b>
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Certificate of membership	<a href="#">View Document</a>

### 6.3.3

**Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 35

**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	11	6	6

<b>File Description</b>	<b>Document</b>
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.4

**Percentage 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**

**Response:** 53.33

**6.3.4.1 Total 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 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	13	9	5

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.5**

**The institution has a performance appraisal system for teaching and non-teaching staff**

**Response:**

**Performance Appraisal System for Teaching and Non-Teaching Staff**

The performance appraisal process at Chembur Sarvankash Shikshanshastra Mahavidyalaya is conducted in two main steps: Self-Performance Appraisal and Performance Appraisal by Higher Authority.

**Self-Performance Appraisal:**

In this initial step, employees assess their own performance, reflecting on their achievements, strengths, weaknesses, and areas for improvement. This self-assessment fosters self-awareness and accountability among staff members.

**Performance Appraisal by Higher Authority:**

In the subsequent step, the Principal evaluates the performance of teaching and non-teaching staff. This evaluation is based on predefined criteria and goals set at the beginning of the appraisal cycle. The Principal takes into account various inputs, including objective data, feedback from colleagues and students, and the employee's self-appraisal. The evaluation is conducted impartially, with a focus on recognizing accomplishments, identifying areas for improvement, and aligning the employee's performance with the institution's objectives.

By combining self-appraisal and higher authority evaluation, the institution gains a comprehensive view



of each employee's performance. This approach helps identify discrepancies between self-perception and external assessment, promoting a fair and balanced evaluation process. The result is targeted employee development and overall institutional growth.

**Role of IQAC and API:**

The Internal Quality Assurance Cell (IQAC) oversees the implementation of measures for optimal human resource utilization within the college. A key tool in this process is the Academic Performance Indicator (API), used to evaluate the performance and productivity of faculty members. The API employs a standard proforma issued by the University of Mumbai. The responsibility for assessing API typically lies with the Principal and a designated committee, who evaluate overall performance, contributions, strengths, and areas needing improvement. Exemplary work is recognized and duly accredited, fostering professional growth and contributing to the college's overall success.

In summary, the performance appraisal system at Chembur Sarvankash Shikshanshastra Mahavidyalaya involves a dual approach combining self-assessment and higher authority evaluation. Supported by the IQAC and the use of API, this system ensures a thorough, fair, and development-oriented appraisal process for both teaching and non-teaching staff, ultimately enhancing the institution's overall performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization**

**6.4.1**

**Institution conducts internal or/and external financial audit regularly**

**Response:**

**Internal Financial Audit:**

Annually, Chembur Sarvankash Shikshanshastra Mahavidyalaya undergoes an internal audit conducted by the treasurer of the Chembur Education Society's Governing Body. This audit process ensures that the institution's financial activities are carefully monitored and adhere to established protocols, thereby maintaining financial oversight and accountability. The internal audit involves a thorough review of financial transactions, records, and practices within the institution, ensuring that all expenditures and

revenues are accurately documented and managed according to the institution's policies. By conducting this internal audit, the institution ensures a high level of internal financial discipline and transparency.

**External Financial Audit:**

In addition to the internal audit, Chembur Sarvankash Shikshanshastra Mahavidyalaya is subject to an external audit by several authoritative bodies. This includes audits conducted by the Joint Director of Higher Education, a Senior Auditor, and the Auditor General (AG) of Maharashtra. These external audits provide an additional layer of scrutiny and oversight, ensuring that the institution’s financial practices align with governmental standards and regulations. The external auditors review the institution's financial records, compliance with relevant laws, and the effectiveness of its financial management systems. This comprehensive review helps uphold transparency and integrity in the institution's financial affairs, confirming that the financial operations are conducted in a lawful and ethical manner.

**Mechanism for Settling Audit Objections:**

Over the last five years, any audit objections raised during either internal or external audits are systematically addressed through a defined mechanism. Upon receiving an audit objection, the institution promptly reviews the concern to understand its nature and implications. Relevant financial officers and administrative personnel are involved in this review process to ensure a thorough understanding and accurate resolution of the issue. The institution then prepares a detailed response, providing necessary documentation and explanations to clarify and resolve the objections. Regular follow-up meetings with the auditing bodies may be conducted to discuss and settle the objections, ensuring that all concerns are adequately addressed. This proactive approach to handling audit objections ensures that the institution continuously improves its financial management practices and maintains compliance with all relevant regulations.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.4.2**

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

**Response:** 4.1

**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the**

**last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.33	2.05	1.65	6.01	7.45

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.4.3**

**Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**

**Response:****Mobilization and Optimal Utilization of Funds at Chembur Sarvankash Shikshanshastra Mahavidyalaya**

The institution employs various strategies to secure funds and ensure efficient resource utilization. The major sources of funds are as follows

**Student Fees:** The institution generates revenue through student fees.

**Government Grants:** The institution receives both salary and non-salary grants from the government to support its operations.

**Alumni Donations:** Contributions from alumni play a significant role in supporting various programs and activities.

**Strategies for Optimal Resource Utilization:**

**Developing a Strategic Plan:** The institution formulates a strategic plan to identify its goals and objectives, which then guides the allocation of resources to ensure alignment with its mission and vision.

**Implementing Cost-Saving Measures:** To ensure efficient use of resources, the institution adopts cost-saving measures such as energy conservation and procuring goods and services at competitive prices.

**Effective Financial Management:** The institution meticulously manages its finances by tracking expenses and revenue, ensuring that spending aligns with its strategic goals. This includes regular financial reviews and adjustments as needed.

**Budgeting and Planning:** Comprehensive budgets are prepared, allocating funds based on strategic priorities and anticipated needs. This systematic approach ensures that resources are directed towards the most critical areas.

**Resource Allocation:** Resources are allocated efficiently to maximize their impact on teaching, research, and infrastructure development. This includes prioritizing projects and activities that offer the greatest benefits to the institution.

**Investment in Infrastructure and Technology:** A significant portion of funds is invested in upgrading and maintaining infrastructure, laboratories, libraries, and technological resources. This ensures that the institution remains at the forefront of educational and research advancements.

Through these strategies, Chembur Sarvankash Shikshanshastra Mahavidyalaya ensures the effective mobilization of funds and their optimal utilization, supporting its mission to provide high-quality education and foster institutional growth.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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**

**Response:**

#### **Quality Assurance at Chembur Sarvankash Shikshanshastra Mahavidyalaya**

Chembur Sarvankash Shikshanshastra Mahavidyalaya employs a comprehensive approach to quality assurance through various mechanisms including the Internal Quality Assurance Cell (IQAC), College

Development Committee (CDC), College Management Committee (CMC), and regular staff meetings.

**Composition and Objective:** The IQAC comprises key stakeholders such as the Principal, senior faculty members, administrative staff, and external experts. Its primary objective is to establish a system for conscious, consistent, and catalytic action to enhance the academic and administrative performance of the institution.

#### **Functions and Strategies:-**

**Quality Benchmarking:** IQAC sets quality benchmarks and parameters for academic and administrative activities, serving as standards for performance measurement and improvement.

**Feedback Mechanism:** The IQAC collects and analyses feedback from students, faculty, alumni, and other stakeholders to identify strengths and areas for improvement.

**Academic Audits:** Regular academic audits are conducted to review the curriculum, teaching methodologies, and learning outcomes, ensuring continuous improvement of academic standards.

**Workshops and Seminars:** IQAC organizes workshops, seminars, and training programs for faculty and staff to enhance their skills and keep them updated with the latest developments in their fields.

#### **Monitoring and Evaluation:-**

**Performance Appraisal:** The IQAC monitors the performance appraisal system, including self-appraisal by faculty and evaluation by higher authorities, to identify areas for professional development and recognize exemplary performance.

**Annual Quality Assurance Report (AQAR):** IQAC prepares the AQAR, documenting quality enhancement initiatives and outcomes, and submits it to NAAC and other relevant bodies.

#### **Best Practices and Innovations:**

**Best Practice Identification:** The IQAC identifies and promotes best practices in teaching, learning, and administration, sharing them across the institution for wider implementation.

**Innovative Approaches:** The IQAC encourages innovative approaches in pedagogy, research, and community engagement to improve overall educational quality and institutional effectiveness.

#### **Collaboration and Networking:**

**Industry and Academic Collaborations:** The IQAC facilitates collaborations with industry and other academic institutions, enhancing education through guest lectures, internships, and joint research projects.

**Alumni Engagement:** The IQAC maintains strong engagement with alumni, leveraging their experience and resources for institutional development and quality enhancement.

#### **Continuous Improvement:**

**Action Plans:** Based on feedback and evaluation reports, the IQAC develops action plans for continuous improvement, implemented in a phased manner with regular monitoring and review.

**Review Meetings:** Periodic review meetings assess the progress of quality enhancement initiatives and make necessary adjustments.

**Resource Allocation:** The institution ensures adequate allocation of financial, infrastructural, and human resources for quality assurance activities.

**Promotion of Research:**

**Faculty Research Support:** IQAC supports and motivates faculty members to write and publish research papers in standard journals like UGC CARE.

**Student Research Projects:** Students are encouraged to engage in Action Research Projects under faculty mentorship, fostering a research culture in the college.

**Optimizing Administrative Functions:**

**Support for Administrative Staff:** IQAC addresses the needs of administrative staff by arranging frequent informal meetings to understand and address their professional and emotional issues, fostering a positive work culture and enhancing job satisfaction.

Through these systematic processes, CSSM ensures a robust quality assurance framework that fosters continuous improvement, enhances academic and administrative performance.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.5.2**

**The institution reviews its teaching-learning process periodically through IQAC or any other mechanism**

**Response:**

Chembur Sarvankash Shikshanshastra Mahavidyalaya 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:** The IQAC conducts anonymous surveys and feedback mechanisms to gather

students' opinions on teaching quality, course content, and overall learning experience. This feedback is crucial for identifying areas for improvement and enhancing the educational environment.

**Course Evaluations:** Students are asked to assess courses at the end of each semester. These evaluations provide insights into the effectiveness of the curriculum and teaching methods, helping to ensure that courses meet educational standards and student needs.

**Learning Outcome Assessment:** The IQAC evaluates students' learning outcomes through various assessments such as tests, assignments, and projects. These assessments help ensure that learning objectives are being met and provide a basis for adjusting teaching strategies to improve student performance.

**Faculty Development Programs:** The IQAC organizes workshops and training sessions to enhance faculty teaching skills and promote the use of modern teaching methodologies. These programs help faculty stay updated with the latest educational trends and improve their instructional techniques.

**Use of Technology:** The IQAC assesses the integration of technology in the teaching-learning process. This includes evaluating the effectiveness of digital tools and platforms in enhancing learning and ensuring that both faculty and students are proficient in using these technologies.

**Analysis of Academic Performance:** Academic performance data, including grades and student progression rates, are analyzed by the IQAC. This analysis helps identify trends or patterns that may indicate strengths or areas needing improvement in the teaching-learning process.

**Stakeholder Consultation:** The IQAC engages with various stakeholders such as students, faculty, alumni, and employers to gather their perspectives on the teaching-learning process. This feedback is essential for understanding different viewpoints and making informed decisions to enhance educational quality.

**Feedback Mechanism:** The college has a strong feedback mechanism involving stakeholders like students, parents, alumni, and management officials. This feedback is carefully analyzed and communicated to the respective teachers. If needed, teachers are guided to improve their teaching skills and work on better understanding and enhancing their relationship with students.

Through this comprehensive approach to reviewing the teaching-learning process, Chembur Sarvankash Shikshanshastra Mahavidyalaya can pinpoint areas of strength, address weaknesses, and implement tailored improvements. This process ultimately enhances student learning outcomes and fosters academic excellence.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.3

**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

**Response:** 22.8

**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
49	30	15	10	10

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.4

**Institution engages in several quality initiatives such as**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**
- 5. Participation in NIRF**

**Response:** A. Any 4 or more of the above



File Description	Document
Supporting document of participation in NIRF	<a href="#">View Document</a>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

### 6.5.5

**Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives**

#### **Response:**

**First Example** to show incremental improvements achieved within the institution due to quality initiatives in the area of Research

#### **1. Advancements in the Research Domain:-**

**a) Workshops on Research Methodology in Education:-** Since its third cycle of accreditation, Chembur Sarvankash Shikshanshastra Mahavidyalaya has made significant strides in promoting research. A notable initiative is the launch of collaborative research workshops on Research Methodology in Education. The institution collaborated with D. D Vispute College of Education and Gurukrupa College of Education to organize state-level workshops aimed at providing practical guidance to researchers. The first workshop, held on January 8, 2023, in collaboration with Vispute College of Education, and the second on March 19, 2023, with Gurukrupa College of Education, were meticulously designed to cover the entire research process, from identifying research problems to dissertation submission, report writing, and crafting research articles. These workshops significantly bolstered the research culture within the institution.

**b) Action Research Paper Presentation Competition:-** Another significant initiative was the Action Research Paper Presentation Competition, organized with Pillai College of Education, a MoU partner. The first competition was held on April 25, 2022, and the second on April 23, 2023. In both events, learners from Chembur Sarvankash Shikshanshastra Mahavidyalaya won the Best Action Research Paper Presentation Award. This competition has been instrumental in promoting research values among pupil teachers.

**c) Publications by the Faculty Members: -** Faculty members have also actively contributed to research,

publishing papers in peer-reviewed and UGC CARE listed journals. The institution hosts regular "Research Meets," where faculty members present their research, broadening the knowledge base of new researchers.

**d) Advanced Certificate Course in Action Research:-** An 'Advanced Certificate Course in Action Research' has been introduced to help in-service teachers gain insights into the theory and practice of action research. Additionally, learners present their action research to their peers, fostering a robust research culture within the institution.

**e) Minor Research:-** Furthermore, Dr. Jayesh Jadhav, a faculty member, successfully completed a minor research project sponsored by the University of Mumbai. The institution has established a comprehensive database of research publications by faculty members. Workshops on 'Intellectual Property Rights - Creative India, Innovative India, and Ethics' have also been conducted to further support research initiatives.

**Second Example** to show incremental improvements achieved within the institution due to quality initiatives in the area of Teaching-Learning Process

## **2. Advancements in Technology-Enhanced Pedagogy:**

In the realm of technology-enhanced pedagogy, Chembur Sarvankash Shikshanshastra Mahavidyalaya has adopted several innovative approaches since its third accreditation cycle. The institution has effectively employed blended learning, the flipped classroom model, and interactive video and app-based teaching to enhance the teaching-learning process.

**a) Blended learning:** - Blended learning has been particularly effective in teaching Kohlberg's Theory of Moral Development. This approach has helped students understand the key stages and principles of Kohlberg's theory and analyse its implications for moral education and character development.

**b) The flipped classroom:** - The flipped classroom model has been used to teach Piaget's Theory of Cognitive Development and Erik Erikson's Theory of Psychosocial Development. In this model, students pre-learn new material at home and apply that knowledge through activities in class, thereby enhancing their understanding and engagement.

**c) Video-based and app-based learning:** - The institution also promotes video-based and app-based learning. Interactive videos created by the college serve as standalone pedagogical tools and support both blended learning and flipped classroom strategies. Learners are trained and encouraged to integrate digital pedagogy into their practice teaching, benefiting both teachers and students. Faculty members have received training on leveraging technology to enhance teaching and learning, ensuring they are well-equipped to utilize these modern approaches effectively.

**d) Online Assessment:-** Furthermore, online assessment platforms have been implemented to facilitate both objective and subjective assessments. These platforms provide instant feedback and streamline grading processes, enhancing the overall efficiency and effectiveness of assessments.

Through these advancements in technology-enhanced pedagogy, Chembur Sarvankash Shikshanshastra Mahavidyalaya has made remarkable progress in its teaching-learning processes, reflecting significant improvements since its previous accreditation phase.

<b>File Description</b>	<b>Document</b>
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - 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**

**Response:**

Commitment to Energy conservation is crucial for **greener and better tomorrow**. At CSSM, instilling values for saving the planet is taken very seriously. We believe in bringing the change from within. We feel that 'everything can be achieved through gradual steps' – one small step at a time can create miracles in the long run. In line with this thought process, under the banner 'Small step for big save' we renew our energy saving practices from year to year and keep influencing the '*conscience*.' While routines from the previous years are continued, new suggestions are incorporated in planning for energy conservation.

**Institution's energy policy:**

The energy policy clearly states the importance of energy conservation. It enlists the importance of taking small steps that every individual on the campus should follow. It makes one responsible towards the energy conservation. It suggests the ways in which energy conservation is possible and most importantly the onus of conservation of the **energy lies on each one of us**. The efforts at individual level are highlighted in the classroom. **Energy policy aims at intrinsic change rather than coercion and framing rules to be obeyed.**

**Streamlining ways of energy conservation:**

Need and importance of energy saving is not new to our students for we all know that energy awareness begins from the school level. So, when they come to us, what we focus on two things:

1. Make them agents of change by asking them to take the concept in the practice teaching schools.
2. Create opportunities for them where they can come up with creative ideas to save energy.

In order to attain above objectives,

Discussions are conducted, ideas shared as to how the habits of energy conservation can be developed among the students etc. These efforts are reflected in the lesson plans. Method masters ensure that appropriate values are identified and are inculcated when delivering the subject related content.

Formation of right attitude is an important step for any corrective behaviour as it makes each one of us responsible. Instead of forcing ready ideas, class discussion on energy conservation has been very rewarding over the years. The most common suggestions that come up then asked for ideas to curb the electricity bill are:

1. Following zero consumption hour,

2. Switching off all the switches including plugs in the entire building,
3. Responsible use of lights and fans etc.

But more than this, what is important is that **they volunteer** to check all the switches before leaving the campus which is evidence of the fact that we are sensitizing them in a way that creates visible impact.

**Use of alternate sources of energy:**

- Regular inspections and repairs of electric appliances to ensure that there is no energy wastage.
- Solar panel is installed as the alternate energy resource.
- Use of LED is a routine practice.

To conclude the response, we can say that apparently very idealistic energy policy has successfully yielded good results from the students and the faculty members and are visible in the behavioural change.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.2**

**Institution has a stated policy and procedure for implementation of waste management**

**Response:**

Policy for waste generation is clear. **‘Minimise the waste and ensure proper management of the waste that is generated.’**

1. The waste generated is handled systematically. Mumbai Municipal Corporation collects the wet and dry waste from the institution on a day to day basis.
2. Institution maintains separate bins to maintain dry and wet waste. Segregation of the waste is insisted upon. Fortunately, our students being mature we never really struggled with the issue of separation. There is very responsible handling as far as wet waste is concerned. Few years back, we also had Vermi – compost project. Our butterfly garden solely thrived on the manure produced in house. That project and the butterfly garden were demolished to make way for the new infrastructure.
3. Student-teachers campaign about not wasting the food in the practice teaching schools especially when giving the theme based lessons.
4. Over the years, we have moved to ‘zero wet waste’ and have been quite successful. Today, the wet waste is almost non-existent in the institution.
5. Under the environmental initiatives of the college, videos, Power point presentations showing the impact of solid waste are shown to the student-teachers. These sensitized students then implement activities, lessons, competitions etc. around the ‘pollution’ and create awareness in the school

students.

In its entirety to respond to this question, we can say that we paint the local to global scenario about the solid waste management in front of the student-teachers, set good examples for them and ensure that they take the idea further in some or the other form.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.3

**Institution waste management practices include**

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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**

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 7.1.5

#### **Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment**

**Response:**

##### **Maintenance of cleanliness, sanitation:**

- Annual contract for the maintenance of the entire building and campus is given to the outside agency. They look after the day to day cleanliness and sanitation.
- Day to day cleaning of the inside of the classrooms is done by the peons of the college, proper schedule for the same is followed and work distribution is done by the administrative head.
- 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.
- 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. It is his job to allocate the work, to the staff and ensure cleaning supplies are given to them.
- As a part of the participatory management we involve student teachers in overall maintenance of the campus. Student council member is entrusted with the responsibility of bringing any issue to the notice of the faculty regarding the campus cleanliness or just in case they find that there is dirt, litter etc. they are supposed to inform office or the cleanliness committee.
- A faculty is designated as in charge of 'campus cleanliness' so that issues if any are addressed immediately.
- Our students participated in 'Swaccha Bharat Abhiyan' through practice teaching schools. They also conducted lessons on 'Best out of waste' under the aegis of Nai-Talim. Each student gave two experiential lessons with the main objective of teaching the student to reduce the waste and reuse as much as possible. Poster making, Dramatization, Simulation, role play etc. is used by the students in practice teaching schools to create awareness about cleanliness around us.

##### **Green cover and providing a pollution free healthy environment:**

- As far as Greening of the campus is concerned, sustainable is the mantra we practice. The new infrastructure that is going to come up will have proper share of the green cover, however, till the time that we are in the old building, we have focussed on potted plants, reusing the waste plastic

bottles to grow creepers, planting medicinal plants and taking care of them etc. Other than these efforts, we also focus on educating the students about the importance and benefits of growing indigenous trees too. Holistic approach is followed in initiating any green programme.

- 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	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.6

**Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

**Response:** C. Any 3 of the above



<b>File Description</b>	<b>Document</b>
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.7

**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

**Response:** 5.97

**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.76	1.63	1.48	0.98	1.01

<b>File Description</b>	<b>Document</b>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 7.1.8

**Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**

**Response:**

Almost 50 years back our institution, Chembur Education Society was established by the locals staying in the vicinity with the sole purpose **of fulfilling the educational aspirations** of the locals. It was the product of donations collected from the neighbourhood and the '*shramdaan*' **done by the local people** staying around. Those charged, motivated locals paved the way for the B. Ed College that came up in 1970, **with the intention of using locational resources, environment and ensure mutual growth and development.**

**Local environment:** The educational topography of Chembur is very interesting. It has degree colleges, engineering colleges, law, and management, college of architecture and most importantly college of Special education! All these institutions are available to us for exchange of knowledge and any other enrichment programmes that we need. We initiate mutually beneficial activities and programmes with them depending on the focus of the activities every year. Students from these neighbouring institutions are invited for capacity building programs from time to time. Several programmes, field visits, internship activities are planned with Homi Bhabha Science Centre, Hashu Advani College of Special Education etc. **Locational Knowledge and resources:** having locational knowledge and the knowledge of resources help you to formulate your educational programmes. They also help you to strengthen your existing programs, and sometimes they help you to start a new programme. We are located at a place which has lower middle class locality on one side and upper class on other side. Designing spoken English course emerged from the parents coming to drop their children in the primary school run by our management. We launched pilot project for these parents and now have conversational class for pre-primary students, and it is open for general community too. Hashu Advani School and Special B. Ed College is an institution that helps us in orienting our students towards inclusive education. Our students visit them and learn about ways in which special children can be handled. They actually give hands on experience to our students which is very useful to them. Another locational resource that we heavily use is NASEOH, an NGO that has been steadily working towards developing comprehensive rehabilitation opportunities for the persons with disabilities so as to facilitate integration into the mainstream of the society. Our student teachers work closely with them and get exposed to yet another world where they to contribute to enrich the life of differently abled people.

**Community practices and challenges.** Chembur is a great mix of good ethnicity and different culture, (Jains, South Indians, Sindhi's, Punjabi's Etc.) and so are the students in our institution. (Though our students aren't necessarily from Chembur.) This allows us to celebrate every festival with same enthusiasm and great spirit.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.9

**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

- 1. Code of Conduct is displayed on the institution's website**

2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

**Response:** A. All of the above

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

## 7.2 Best Practices

### 7.2.1

**Describe at least two institutional best practices (as per NAAC format given on its website)**

**Response:**

**Best practice 1: 'Sanskrit Sambhashan Varga: A step towards Indian Knowledge system (IKS)'**

The context that required the institution of the practice:

There were two factors that lead to the 'Sanskrit Sambhashan Varga' (Conversational Sanskrit class). One, the new education policy that underlined the importance of language education and the other being the part of the process of Indian Knowledge System (IKS). Indian knowledge system as we all know, encompasses a rich and varied body of knowledge that has evolved over thousands of years. While we do not simply want to dwell in the past we want to verify it in a scientific manner. Sanskrit is our way of getting acquainted with one of the oldest languages of India in which most of the literature of the past exists

**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.

### **The practice**

The course was conducted with the help of alumni.

### **Obstacles faced if any and strategies adopted to overcome them.**

NIL.

### **Impact of the practice**

Positive response paved the way for a community course.

### **Resources required:**

Experts and infrastructure.

### **Best practice 2: “Share, Care and Grow: Capacity Building Programme (CBP)**

#### **The context that required the institution of the practice:**

Institutional linkages enable us to leverage each other's strengths, resources, and expertise to achieve common goals, solve problems, and create mutually beneficial outcomes. These collaborations can lead to enhanced efficiency, innovation, and impact across various domains. NAAC has always been instrumental in pushing the institutions to collaborate and benefit from each other. Hence the practice ‘linking with students from other B. Ed colleges. While the faculty or administrative staff gets an opportunity for interaction, students are deprived of it.

#### **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.

#### **The practice:**

- A Three-day workshop (1 to 3 February 2023) was planned in consultation with the principals from the other institutions. Institutions were given a choice to host the event or we showed our readiness to host the students from other institutions.

**Obstacles faced if any and strategies adopted to overcome them:**

The implementation of the programme was very smooth as it was well planned. No obstacles were faced.

**Impact of the practice:**

Students found the experience highly enriching as the topics selected for the workshop were very useful to them. The feed revealed the willingness to attend such programmes and established the need to continue this practice.

**Resources required:**

Infrastructural facilities & Resource persons.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness**

**7.3.1**

**Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

**Response:**

The institutions vision is **????????????????????I ?????????????S??????: If the essence of which allows us to reach out to others while enriching our own selves.** The vision guides us towards our social responsibilities and reminds us to share our resources with others. It appeals us to enlighten other souls while on the course of life. It is the vision of the institution that steers the yearlong activities. It encourages us to upgrade ourselves, it tells us to do our work dutifully, it tells us to go beyond the institutional responsibilities and work for the cause of education.

With the above philosophical base when we look at the spectrum of last five years, we can clearly see that all the programs, activities are serving the vision, however, to answer the question of one area of distinctiveness related to its vision, Priority and thrust, **we would identify ‘Women’s Empowerment’ as the distinctive area where we have been focussing consistently and feel connected with the**

**vision.**

Majority of our students, especially female students are coming from **mofussil areas** in and around Mumbai. Many of them belong to socially, economically, disadvantaged groups and lack *basic exposure to simple things of life. We focus on equipping them with necessary legal knowledge, make them aware of women’s rights, make them aware of the steps they should or can take when facing complexities of life; we create a confidence in them so that they could help others.*

*The programmes designed by various departments address the needs of majority of our female students and help them develop sound minds that do not harbour any kind of biases. We collaborated with Women’s’ Commission of Maharashtra, we collaborated with NGO’s like anti Dowry cell, invited guest speakers who were authority on the subject and ensured that our female students not only get theoretical knowledge but also are exposed to practicalities when dealing with real life. Just to give you a quick peek into the programmes,*

‘Legal awareness programme, self-defence training, Cyber awareness programme, Aids awareness programme, Soft skills training, Yoga for health, etc., are conducted exclusively for female students.

All the activities/programmes that were conducted have yielded best outcomes and proved useful in the long run.

**The programmes merit the title ‘distinctive’ as they:**

- directly address the vision of the institution.
- address majority of the student population.
- have been consistently organised over the large span of time.
- allow to reflect and act to handle the gender issues.
- acts as a channel for gender sensitisation which is a major challenge in life in general.
- contribute to a larger social cause.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

---

### **Additional Information :**

To use the analogy of the tree, when we look at ourselves now, we see a deeply rooted tree ready to shade leaves to make way for the new. In the current times when education system is going a major overhaul, we find ourselves eager to adapt and contribute by bringing in new courses. The beginning for the same is being made in the form of beginner's course for Sanskrit. We hope to see this course blossoming into a full-time quality programme open for every aspirant irrespective of the barriers like age, eligibility etc. While becoming an instrument to propagate Indian knowledge, we don't underestimate the value of learning English. We have a value-added course to teach functional English for beginners and another value-added course approved by University of Mumbai that caters to the 'International schooling.' Benefits of Skilling youth are many. They not only enhance the job prospectus, but also allows one to explore the potential other than what they have been pursuing. We hope to harness this potential to produce a sense of purpose to their lives and allow them to live a fuller life.

### **Concluding Remarks :**

After putting ourselves through the scrutiny of SWOC, we can see the strengths in us and realize how rich we are in terms of resources. We need to harness these strengths in a more meaningful way so that our reach increases beyond the B. Ed students. As a college of education, we have the opportunity in reaching out to the faculty from degree colleges, law colleges etc. and even the trainers from various professional diploma courses like nursing and hospitality sector to hone their teaching skills. We can design a course around methodologies of teaching suitable to various other professionals and impact the way they deliver their content. In doing this, there are challenges and a lot of hard work is involved in this but with proper planning and use of human resources at our disposal, this can very well become a reality. For an institution that is very much grounded and known for setting realistic goals, we would like to conclude with the quote from Martin Luther King Jr., "If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward."

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	<p><b>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</b></p> <ol style="list-style-type: none"><li><b>1. Website of the Institution</b></li><li><b>2. Prospectus</b></li><li><b>3. Student induction programme</b></li><li><b>4. Orientation programme for teachers</b></li></ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.</p>
1.2.4	<p><b>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</b></p> <ol style="list-style-type: none"><li><b>1. Provision in the Time Table</b></li><li><b>2. Facilities in the Library</b></li><li><b>3. Computer lab facilities</b></li><li><b>4. Academic Advice/Guidance</b></li></ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.</p>
1.4.2	<p><b>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has considered the given input as per the supporting documents provided by HEI.</p>
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <ol style="list-style-type: none"><li><b>1. Special lectures by experts</b></li><li><b>2. ‘Book reading’ &amp; discussion on it</b></li><li><b>3. Discussion on recent policies &amp; regulations</b></li></ol>



4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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**

1. **Formulating learning objectives**
2. **Content mapping**
3. **Lesson planning/ Individualized Education Plans (IEP)**
4. **Identifying varied student abilities**
5. **Dealing with student diversity in classrooms**
6. **Visualising differential learning activities according to student needs**
7. **Addressing inclusiveness**
8. **Assessing student learning**
9. **Mobilizing relevant and varied learning resources**
10. **Evolving ICT based learning situations**
11. **Exposure to Braille /Indian languages /Community engagement**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

2.4.3 **Competency of effective communication is developed in students through several activities such as**

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
4. **Classroom teaching learning situations along with teacher and peer feedback**

	<p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : DVV has considered the given input as per the supporting documents provided by HEI.</p>
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher made written tests essentially based on subject content</b></li> <li>2. <b>Observation modes for individual and group activities</b></li> <li>3. <b>Performance tests</b></li> <li>4. <b>Oral assessment</b></li> <li>5. <b>Rating Scales</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 or 4 of the above          Remark : DVV has considered the given input as per the supporting documents provided by HEI.</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li>1. <b>Preparation of lesson plans</b></li> <li>2. <b>Developing assessment tools for both online and offline learning</b></li> <li>3. <b>Effective use of social media/learning apps/adaptive devices for learning</b></li> <li>4. <b>Identifying and selecting/ developing online learning resources</b></li> <li>5. <b>Evolving learning sequences (learning activities) for online as well as face to face situations</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 4 of the above          Remark : DVV has considered the given input as per the supporting documents provided by HEI.</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. <b>Library work</b></li> <li>2. <b>Field exploration</b></li> <li>3. <b>Hands-on activity</b></li> <li>4. <b>Preparation of term paper</b></li> <li>5. <b>Identifying and using the different sources for study</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : DVV has considered the given input as per the supporting documents provided by HEI.</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p>

1. Self
2. Peers (fellow interns)
3. Teachers / School\* Teachers
4. Principal / School\* Principal
5. B.Ed Students / School\* Students

(\* ‘Schools’ to be read as “TEIs” for PG programmes)

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

2.4.13 **Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include**

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

3.1.2 **Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

3.1.2.1. **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	20000	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.20	0

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

3.1.3 **In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation**

**4. Facilitating research by providing organizational supports**

**5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

**3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

- 1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

**3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	9	5	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	1	9	2	14

Remark : DVV has considered the research papers / articles per teacher published in the Journals notified on UGC website.

**3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

**3.2.2.1. Total number of books and / or chapters in edited books, papers in National /**

**International conference proceedings published during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	1	0

Remark : DVV has considered books and / or chapters in edited books, papers in National / International conference proceedings published as per the ISBN numbers.

**3.3.1 Average number of outreach activities organized by the institution during the last five years..****3.3.1.1. Total number of outreach activities organized by the institution during the last five years.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	0	6	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	0	5	4

Remark : DVV has considered the given input after excluding repetitive activities.

**3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years****3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	1	4	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	4	3

Remark : DVV has considered the given input as per the supporting documents and data template

provided by HEI.

**4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

**4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
192803	122558	23391	285607	345143

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.28	2.73	2.48	1.64	1.69

Remark : DVV has considered the expenditure comes under expenditure for infrastructure augmentation.

**4.2.3 Institution has subscription for e-resources and has membership/ registration for the following**

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

**4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

**4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50891	46718	14835	31380	54280

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.50	0.46	0.14	0.31	0.54

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

**4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
868049	507682	335049	831629	840037

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.28	2.73	2.48	1.64	1.69

Remark : DVV has considered the expenditure comes under maintenance of physical and academic support facilities.

**5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

**5.1.4 Institution provides additional support to needy students in several ways such as:**

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**

**5. Concession in tuition fees/hostel fees**

**6. Group insurance (Health/Accident)**

Answer before DVV Verification : B. Any 3 or 4 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

**5.2.2 Percentage of student progression to higher education during the last completed academic year**

**5.2.2.1. Number of outgoing students progressing from Bachelor to PG.**

Answer before DVV Verification : 1

Answer after DVV Verification: 2

**5.2.2.2. Number of outgoing students progressing from PG to M.Phil.**

Answer before DVV Verification : 0

Answer after DVV Verification: 0

**5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Answer before DVV Verification : 0

Answer after DVV Verification: 0

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

**5.3.2 Average number of sports and cultural events organized at the institution during the last five years**

**5.3.2.1. Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	10	14	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	6	7	8

Remark : DVV has considered the sports and cultural events conducted on relatively closer dates under one single event.

**6.3.4 Percentage 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**

**6.3.4.1. Total 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 during the last five years**



Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	13	7	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	13	9	5

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

**6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
147800	156501	137401	15500	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.33	2.05	1.65	6.01	7.45

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

**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**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

**7.1.6 Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**

**2. Create pedestrian friendly roads in the campus**

**3. Develop plastic-free campus**

**4. Move towards paperless office**

**5. Green landscaping with trees and plants**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

7.1.7

**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

**7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1602075	1030900	973963	1856872	1504464

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.76	1.63	1.48	0.98	1.01

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>33</td><td>47</td><td>22</td><td>12</td><td>18</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>50</td><td>50</td><td>50</td><td>50</td><td>50</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	33	47	22	12	18	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	50	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
33	47	22	12	18																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	50	50																	
2.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</b></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1283379.19	2733414	2479011	1641892	1687496.858

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.83	27.33	24.79	16.41	16.87