



chembur sarvankash shikshan shastra mahavidyalaya &lt;principal@cssm.in&gt;

**AQAR Review Message**

1 message

**Admin-Naac** <noreply.onlineassessment@gmail.com>

19 December 2023 at 11:37

To: CHEMBURSARVANKASHSHIKSHANSHASTRAMAHAVIDYALAYA &lt;principal@cssm.in&gt;

Cc: onlineassessment@naac.gov.in

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

Dear User,

**Institution name : CHEMBURSARVANKASHSHIKSHANSHASTRAMAHAVIDYALAYA**

Your AQAR of the year (2018-2019) has been approved successfully.

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**Principal**  
**Chembur Sarvankash Shikshanshastri**  
**Mahavidyalaya**  
**R.C. Marg, Chembur, Mumbai - 400 071,**





## Yearly Status Report - 2018-2019

### Part A

#### Data of the Institution

Part A	
<b>Data of the Institution</b>	
<b>1. Name of the Institution</b>	CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA
Name of the head of the Institution	Dr. Chandrashekher Ashok Chakradeo
Designation	Principal (in-charge)
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	02225221439
Mobile no.	9987085731
Registered Email	principal@cssm.in
Alternate Email	cachakradeo@gmail.com
Address	R.C.Marg, Chembur Naka, Chembur-400071
City/Town	Chembur
State/UT	Maharashtra
Pincode	400071

<b>2. Institutional Status</b>					
Affiliated / Constituent			Affiliated		
Type of Institution			Co-education		
Location			Urban		
Financial Status			state		
Name of the IQAC co-ordinator/Director			Dr. Kusum Vijaykumar Chaudhari		
Phone no/Alternate Phone no.			02225221439		
Mobile no.			9820166022		
Registered Email			principal@cssm.in		
Alternate Email			cachakradeo@gmail.com		
<b>3. Website Address</b>					
Web-link of the AQAR: (Previous Academic Year)			<a href="https://www.cssm.in/wp-content/uploads/2023/12/AOAR-2017-18.pdf">https://www.cssm.in/wp-content/uploads/2023/12/AOAR-2017-18.pdf</a>		
<b>4. Whether Academic Calendar prepared during the year</b>			Yes		
if yes,whether it is uploaded in the institutional website: Weblink :			<a href="https://www.cssm.in/wp-content/uploads/2023/10/Academic-Calendar-2018-19.pdf">https://www.cssm.in/wp-content/uploads/2023/10/Academic-Calendar-2018-19.pdf</a>		
<b>5. Accrediation Details</b>					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	A	90-95	2004	03-May-2004	02-May-2009
2	A	3.20	2011	08-Jan-2011	07-Jan-2016
3	A	3.35	2017	23-Jan-2017	22-Jan-2022
<b>6. Date of Establishment of IQAC</b>			01-Aug-2004		
<b>7. Internal Quality Assurance System</b>					
Quality initiatives by IQAC during the year for promoting quality culture					

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
The college participation in celebration of sesquicentennial birth anniversary of Sister Nivedita organized by Ramakrishna Mission	05-May-2018 01	2
Organization of Workshop on ' Learning Environment '	11-Aug-2018 01	70
Organization of Workshop on ' Classroom Management '	18-Aug-2018 01	72
Visit to NASEOH (National Society For Equal Opportunities For the Handicapped)	03-Dec-2018 2	72
Training programme on 'Understanding Pedagogical Knowledge and Approaches' in collaboration with HBCSE	18-Mar-2019 3	32
Visit to Old-age Home at Khadwali	05-May-2019 1	70

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[View Uploaded File](#)

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
State Government	Salary	Government of Maharashtra	2018 365	15514488

[View Uploaded File](#)

**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View Link](#)

**10. Number of IQAC meetings held during the year :**

4

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report	<a href="#">View Uploaded File</a>
<b>11. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No
<b>12. Significant contributions made by IQAC during the current year(maximum five bullets)</b>	
The college participation in celebration of sesquicentennial birth anniversary of Sister Nivedita organized by Ramakrishna Mission.	
Organization of Workshop on ' Learning Environment '	
Organization of Workshop on ' Classroom Management '	
Visit to NASEOH (National Society For Equal Opportunities For the Handicapped)	
Training programme on 'Understanding Pedagogical Knowledge and Approaches' in collaboration with HBCSE	
<a href="#">View Uploaded File</a>	
<b>13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year</b>	
Plan of Action	Achivements/Outcomes
To Organize of Programme in collaboration with Ram Krishna Mission	The college participated in celebration of sesquicentennial birth anniversary of Sister Nivedita organized by Ramakrishna Mission.
To train the learners on classroom dynamics	Organization of Workshop on ' Learning Environment '
To impart classroom management techniques to learners	Organization of Workshop on ' Classroom Management '
Organize visit to special school/ Organization working for special children.	Visit to NASEOH (National Society For Equal Opportunities For the Handicapped)
To organize the programe in collaboration with HBCSE	Training programme on 'Understanding Pedagogical Knowledge and Approaches' in collaboration with HBCSE
<a href="#">View Uploaded File</a>	
<b>14. Whether AQAR was placed before statutory body ?</b>	No
<b>15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to</b>	No

assess the functioning ?	
<b>16. Whether institutional data submitted to AISHE:</b>	Yes
Year of Submission	2018
Date of Submission	31-Dec-2018
<b>17. Does the Institution have Management Information System ?</b>	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	<p>The institution's Management Information System (MIS) plays a crucial role in enhancing the overall efficiency through the following functions:</p> <ol style="list-style-type: none"> <li><b>1. Data Collection:</b> It gathers information from a variety of sources, including circulars issued by the University, UGC (University Grants Commission), NCTE (National Council for Teacher Education), and government notifications.</li> <li><b>2. Database Management:</b> The system is responsible for creating and maintaining a comprehensive student database, along with other pertinent details.</li> <li><b>3. Government Compliance:</b> The MIS aids in the organization and management of data necessary to comply with governmental regulations.</li> <li><b>4. Information Upload:</b> Data and information collated are uploaded to the MIS system mandated by the Government of India.</li> <li><b>5. Reporting and Analysis:</b> Analyzing the collected data contributes to the improvement of administrative processes and decisionmaking. These modules collectively contribute to the increased administrative efficacy of the institution.</li> </ol>

## Part B

### **CRITERION I – CURRICULAR ASPECTS**

#### **1.1 – Curriculum Planning and Implementation**

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

A well-structured system for delivering and documenting the curriculum is essential for providing high-quality education and ensuring alignment with the institution's goals and objectives. Curriculum planning:-The process begins with meticulous curriculum planning, where educational goals, objectives, and learning outcomes take precedence. The academic year kicks off with a carefully designed academic calendar that encompasses theoretical and practical aspects,

internship programs, co-curricular activities, and special event celebrations. Curriculum delivery:-In terms of curriculum delivery, our institution boasts highly qualified teachers who play a pivotal role in ensuring effective implementation. Since 2015, the B.Ed. course has been extended to a 2-year program, and our faculty members actively contribute to shaping the syllabus of various B.Ed. courses. Additionally, all faculty members participate in orientation programs geared towards enhancing their ability to effectively deliver the curriculum. Curriculum documentation:-Furthermore, comprehensive curriculum documentation is a key focus. Teachers maintain various documents such as lecture hand-outs, teaching-learning activities, and learning resources. Our faculty members are committed to delivering well-prepared lectures and employ a variety of learner-centered teaching methods to enhance the educational experience.

#### 1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Understanding Self	NIL	02/07/2018	50	Personal Development	Emotional Intelligence Self Esteem building Conflict Management skills

### 1.2 – Academic Flexibility

#### 1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEd	NIL	Nil
<a href="#">View Uploaded File</a>		

#### 1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	All the subjects in B.Ed. have CBCS	01/06/2016

#### 1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

### 1.3 – Curriculum Enrichment

#### 1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Understanding Self	01/08/2018	64
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#### 1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
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BEd	Pedagogy in School Subjects	64
<a href="#">View Uploaded File</a>		

### 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	No

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

Feedback Obtained	<p>Gathering and utilizing feedback from students, teachers, stakeholders, and alumni is pivotal for the continuous improvement of our institution. We adopt a comprehensive approach to collect and analyze feedback, employing the following strategies: <b>Multichannel Feedback Collection:</b> We utilize structured surveys, face-to-face interactions, and formal and informal engagements to gather feedback from diverse stakeholders. <b>Data Aggregation and Organization:</b> The collected feedback is meticulously organized to ensure its relevance and accessibility. <b>Qualitative-Quantitative Analysis:</b> We conduct both qualitative and quantitative analyses of the feedback data to gain comprehensive insights. <b>Action Planning:</b> The results of the qualitative and quantitative analyses inform our action planning, guiding us in implementing targeted strategies for improvement. Stakeholders such as students, teachers, alumni, employers, and school heads provide valuable feedback, which is then analyzed and discussed in IQAC meetings. This process encourages open discussions and brainstorming to address any identified shortcomings, leading to the implementation of appropriate measures to minimize these issues and promote the overall development of the institution.</p>
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## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education Pedagogy in various School Subjects	100	100	64

[View Uploaded File](#)

### 2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses



2018	64	0	15	0	0
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### 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
15	15	8	5	2	12
<a href="#">View File of ICT Tools and resources</a>					
<a href="#">View File of E-resources and techniques used</a>					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

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

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
64	15	1:4

### 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
17	15	2	0	7

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	Dr. Kusum Chaudhari	Associate Professor	03
<a href="#">View Uploaded File</a>			

### 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination

BEd	4E00144	2018-19	06/05/2019	01/07/2019
<a href="#">View Uploaded File</a>				

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

Continuous Internal Evaluation (CIE) System in B.Ed. Programme Chembur Sarvankash Shikshanshastra Mahavidyalaya adheres to the examination pattern and guidelines set by Mumbai University for evaluation purposes. Two assignments, essay tests, class tests, are conducted for all subjects. The internal assessment schedule is communicated well in advance to both students and faculty through the institute's academic calendar, which is aligned with the university's academic calendar. The evaluation for theory courses is split between a 60-mark University examination and a 40-mark internal assessment. To ensure effective Continuous Internal Evaluation (CIE) in the B.Ed. program, we have initiated the following system. Use of Technology for Assessment and Feedback: We use technology to expedite assessment process and providing timely feedback. Remedial Measures to Enhance Student Performance: Students are provided with opportunities to improve their grades through remedial measures. Regular Feedback for Continuous Improvement: Students are given regular feedback on their performance, enabling them to identify their strengths and areas for improvement.

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

The institution prepares an academic calendar based on the schedule provided by the affiliating university to ensure the effective implementation of the curriculum. According to the university's rules and regulations, academic activities are carried out throughout the year. At the commencement of the session, the institution develops an academic calendar to coordinate both curricular and extracurricular activities. The calendar takes into account available working days, short and long holidays, national public holidays, the admission process, semester-wise teaching plans, tentative university examination dates, internship programs, allocation of internal assessment work (such as projects, assignments, class tests, and essay tests), library work, and the celebration of important days and festivals. The institution also engages in extracurricular activities, including inter-collegiate competitions, community work, and industrial visits, as well as arranging various curricular and co-curricular activities in line with the guidelines provided by the State Government of Maharashtra. Consequently, the institute strictly adheres to the conduct of examinations and other related matters. Adherence to academic calendar:- The following steps are used to adhere to academic calendar. 1. Initial Planning 2. Approval 3. Communication 4. Enforcement 5. Continuous monitoring 6. Flexibility Feedback Thus the academic calendar ensures smooth functioning of our institutes to conduct of examinations and related matters.

**2.6 – Student Performance and Learning Outcomes**

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://media.cssm.in/2023/08/Learning-objectives.pdf>

**2.6.2 – Pass percentage of students**

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage

4E00144	BEd	Education Pedagogy in various School Subjects	64	63	99
<a href="#">View Uploaded File</a>					

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://media.cssm.in/2023/08/sss-on-Teaching-Learning-Process-18-19.pdf>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	0	0	0	0
<a href="#">View Uploaded File</a>				

### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NIL	NIL	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	0	NIL	Nill	NIL
<a href="#">View Uploaded File</a>				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nill
<a href="#">View Uploaded File</a>					

### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
1	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
EDUCATION	2

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
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National	Education	20	4.3
<a href="#">View Uploaded File</a>			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
EDUCATION	0
<a href="#">View Uploaded File</a>	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NILNIL	NIL	2018	0	0	0
<a href="#">View Uploaded File</a>						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	2018	0	0	0
<a href="#">View Uploaded File</a>						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	6	9	0	0
<a href="#">View Uploaded File</a>				

### 3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Extension Depar	Department of Life long Learning and Extension , University of Mumbai	2	63
<a href="#">View File</a>			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Extension	Department felicitation as	Department of Life Long Learning	63

Field Coordinator and Extension,  
University of  
Mumbai

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
EXTENSION	Department of Life Long Learning and Extension , University of Mumbai	PEC	2	63

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### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NIL	NIL	0	0

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship Programme Sem-IV	Internship	Practicing School	09/07/2018	28/08/2018	76
Internship Programme Sem-II	Internship	Practicing School	21/01/2019	28/02/2019	92

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Saket College of Education	02/07/2018	Organize Joint Workshop and Guest Sessions	135

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## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

#### 4.1 – Physical Facilities

##### 4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
1300000	1267603

##### 4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Classrooms with LCD facilities	Existing
Others	Existing

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#### 4.2 – Library as a Learning Resource

##### 4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
SOUL 2.0	Partially	2.0	2014

##### 4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	170	35211	0	0	170	35211
Reference Books	28	6312	0	0	28	6312
Journals	6	12757	0	0	6	12757
Others (specify)	10	1500	0	0	10	1500

[View File](#)

##### 4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	NIL	NIL	Nil

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#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	41	25	0	0	0	5	6	0	0

Added	0	0	0	0	0	0	0	0	0
Total	41	25	0	0	0	5	6	0	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Chembur Sarvankash Shikshanshastra Mahavidyalaya	<a href="https://www.cssm.in/">https://www.cssm.in/</a>

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
481200	345594.25	1115600	760299.46

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The Chembur Education Society is responsible for the maintenance of the physical infrastructure, while S.T. Enterprises holds the annual maintenance contract (AMC) for the maintenance and cleanliness of the entire campus. The institutions support staffs ensure the daily cleanliness of the classrooms, and the security contract is managed by Action Security Services. The library and sports committees play a pivotal role in formulating policies for library services and sports activities. The computer lab is regularly maintained, and the academic facilities, such as the language lab, curriculum lab, and pedagogical learning resources, are overseen by the designated teacher in-charge. Pest control is carried out through the AMC with Om Sai Pest Control Services, and intercom maintenance is addressed by the AMC with Maxima System. Other tasks, such as colouring, plumbing, and general maintenance, are carried out as needed. The institution follows a policy of maximizing the use of all physical infrastructure, including laboratories, libraries, sports facilities, computers, and classrooms.

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

### CRITERION V – STUDENT SUPPORT AND PROGRESSION

#### 5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NIL	0	0
Financial Support from Other Sources			
a) National	Social Justice and Sp.Assisst,Tribal Dev Dt.,VJNT,OBC	51	369693

	and SBC Wel. Dept.---Govt of India Post- Matric,Tuition and Exam fee and DHE- Ragarshi Chat.Shahu Mj Shi Shu Shish Scheme		
b)International	NIL	0	0
<a href="#">View File</a>			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Diploma Course in Functional English	02/07/2018	37	University of Mumbai
Certificate Course for Functional English	09/07/2018	43	University of Mumbai
<a href="#">View File</a>			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2019	NIL	0	0	0	0
<a href="#">View File</a>					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NIL	0	0	NIL	0	0
<a href="#">View File</a>					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
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	higher education				
2018	1	University of Mumbai	IT	University of Mumbai	Master of Science (M.Sc.) Degree, Information Technology
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	0
SET	0
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Vedh Mahotsav-Rangoli Competition, Cooking Competition, Hairstyle Competition, Fashion Show	In house celebration at College Level	164
Sports Activities- Athletics-100 and 200 meters, Tug of war, Badminton, Chess and Carr om	In house celebration at College Level	164
Cultural Activities- Ifresher party diwali pahat constitutional day student council election talent search christmas day celebration vedh mahostav republic day celebration sports day maharashtra bhasha din annual day farewell	Inhouse celebration at College Level	164
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### 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	NIL	National	Nill	Nill	NA	NIL
2019	NIL	Internat ional	Nill	Nill	NA	NIL
<a href="#">View File</a>						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

About Student Council The Student council represents the students of the college. Students contest elections to become members of the council. The members are duly elected in the Student Council Elections for tenure of two years in accordance with the norms. Campaigning for elections and reaching out to the other student teachers helps them become better at public speaking and networking. It also helps the take on leadership roles, employ their critical thinking and problem solving skills and encourage them to play an impactful role in the well being of the organization and the community. Student teachers are elected for various posts like: The General Secretary, Assistant Secretary, technical in-charge, discipline in-charge, media in-charge, cultural events in-charge, literary in-charge and internal affairs in-charge. The elected members are supported by teacher facilitators. Objectives:

- To have a link between the faculty and students.
- To make students responsible, accountable and participate in the development of the institute as well as into the process to develop their own personality, organisational skills and career through interactive programs.
- To make students responsible, accountable and participate in the development of the institute as well as into the process to develop their own personality, organisational skills and career through interactive
- To inculcate democratic values, fostering qualities of leadership.
- To develop respect for the constitution and constitutional authorities and making them active partners in the smooth functioning of the college.
- To represent student's interest and to organise student oriented activities and programmes
- To promote campus unity and quality in student life by providing entertaining activities and various opportunities for campus involvements.

Activities: The student council organizes several co-curricular and extra-curricular activities throughout the academic year for all the students to participate based on their interest and inclination. Some of them are as follows:

- Celebration of important days:-Celebration of International and National level Programme
- Cultural celebrations:- Diwali, Navratri, Cultural day,etc
- Competitions:- Rangoli, Best out of waste, Mehendi,etc
- Vedh Celebration
- Coordinating intercollegiate events.
- Talent hunt, etc
- Annual Sports
- Annual Prize Distribution
- Convocation

In addition to planning these activities, the student council is also the voice of the other student teachers. They help share student's ideas, interests and concerns with the faculty members, which ensure smooth working of the organization. The students select their repretatives through secret Ballot System. The elected representative play different roles and carry out various activities /Programmes as per their portfolios. As per the University Guidelines, Student Council is democratically formed. The portfolios of the elected members with their portfolios is as follows--

- 1) General Secretary-Satish Raghuvanshi
- 2) Class Representative-Gunjan Yadav
- 3) Sports Incharge-Sumbul Khan
- 4) Discipline Incharge--Ankita Dandekar
- 5) Cultural Incharge-Shraddha Aswalkar
- 6) Grievance Incharge-Mamta Yadav

Throughout the year Student Council Organizes Programmes.

#### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

100

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

**CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT****6.1 – Institutional Vision and Leadership**

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

1.The institution has various of academic and administrative committees. The faculties, librarian and administrative staff are the members of these committees. All the academic and administrative decisions are taken in the respective committees. 2. The decision are taken after deliberation and with mutual consent of all the stake holders. This ensures decentralization of activities and participative management.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

**6.2 – Strategy Development and Deployment**

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	1.The teachers participate in various FDP, Short Term Training programmes, Seminar, Workshops etc. to update their knowledge. 2.The teachers use various innovative strategies for teaching learning process. 3.The teachers participate in onscreen assessment of papers. They attended the training programmes for onscreen assessment of the papers. 4. The teachers are encouraged to pursue Ph.D. 5. The library resources are updated regularly. 6. Various programmes, activities are organized for Human Resource Development. 7. All the candidates interested in B.Ed. admission are provided with counselling.

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

E-governance area	Details
Examination	1. All the administrative work is done on computers. All the records are digitally maintained. 2. The admissions are done and confirmed online through CET Cell portal. 3. The finance and accounts are maintained using latest Tally package. 4. The questions papers of the examination are send electronically through DEPD (Digital Exam Paper Delivery)and the college download the same.

**6.3 – Faculty Empowerment Strategies**

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee

of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nil	Nil	Nil	Nil	0
<a href="#">View File</a>				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	Learning Environmen t	Learning Environmen t	11/08/2018	11/08/2018	15	4
<a href="#">View File</a>						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
FDP on "e- Content Development"	1	04/02/2019	10/02/2019	7
<a href="#">View File</a>				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Duty leaves are given to teachers to attend professional Development programmes.	Advance payment to Non Teaching Staff in case of emergency.	The students are given the scholarship and free ship as per the Government Guidelines. The facility of Fee Payment in Instalments for needy students.

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The internal and external audit is done regularly in the institution. The internal audit is done by the society where as external audit is done by the

Joint Director of Higher Education.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nil	0	Nil
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6.4.3 – Total corpus fund generated

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## 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	University	Yes	IQAC
Administrative	Yes	Joint Director	Yes	LMC

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1.The parents can participate in various cultural events. 2. The parents attend National Festivals organized by the institution. 3. The parents are free to give valuable suggestions for quality enhancement of the institution.

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

1.The support staff attend the various programmes and training camp organized by Social Welfare Department, Joint Director office and University of Mumbai related to various administrative aspects. 2.The support staff participate in various recreational activities. 3.Duty leave is given to support staff for participating various activities.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Micro CAP center for onscreen Assessment of Papers started in the institution. 2. A symposium on Universal Human Value Education is conducted in the institution. Principals from 28 colleges of Education attended the programme. 3. A NET/ SET guidance sessions are started every Saturday.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	The college participation in celebration	05/07/2018	05/05/2018	05/05/2018	2

	of sesquicentennial birth anniversary of Sister Nivedita organized by Ramakrishna Mission				
2018	Organization of Workshop on Learning Environment	04/08/2018	11/08/2018	11/08/2018	70
2018	Organization of Workshop on Classroom Management	13/08/2018	18/08/2018	18/08/2018	72
2018	Visit to NASEOH (National Society For Equal Opportunities For the Handicapped)	18/11/2018	03/12/2018	04/12/2018	72
2019	Training programme on Understanding Pedagogical Knowledge and Approaches in collaboration with HBCSE	13/02/2019	18/03/2019	20/03/2019	32
2019	Visit to Old-age Home at Khadwali	13/02/2019	05/04/2019	05/04/2019	70
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## CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Critical Analysis of Depiction of	15/07/2018	15/07/2018	59	5

women in Media by student teacher				
Gender Analysis of Text Book is done by student -Teacher	15/07/2018	30/07/2018	59	5

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

The institution instils environmental consciousness among student-teachers through a comprehensive Environmental Education course. This course delves into the intricacies of the environment, encompassing biotic and abiotic components, ecological energy dynamics, and effective teaching approaches. Student-teachers are sensitized to critical environmental issues such as climate change and biodiversity loss, empowering them to become advocates for sustainable practices. They gain insights into Sustainable Environmental Management and explore sustainable practices like rainwater harvesting and mangrove management. To further enhance their environmental understanding, student-teachers are taught about environmental laws, initiatives, and projects. This holistic approach equips them with the knowledge and skills to become responsible environmental stewards. The institutions commitment to sustainability is evident in its utilization of solar panels as an alternative energy source, demonstrating its dedication to minimizing its environmental footprint. This initiative serves as a powerful symbol of the institutions commitment to environmental stewardship and inspires student-teachers to adopt sustainable practices in their own lives.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Provision for lift	Yes	0
Rest Rooms	Yes	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	1	1	03/12/2018	2	Visit to National Society for Equal Opportunities for the Handicapped (NASEOH)	Hands on experience special education Pedagogy	46

2019	1	1	05/04/2019	1	Visit to Old age Home	Understanding the problems faced by old age people	18
<a href="#">View File</a>							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Hand Book of Complete Code of Conduct	01/07/2017	To foster a positive and productive learning environment, the institution has established distinct codes of conduct for students, administrative staff, and teachers. Each code outlines the expected behaviours and responsibilities to ensure the smooth operation of the institution and the well-being of all stakeholders. The Student Code of Conduct guides students in upholding a respectful and inclusive learning environment. The Teacher Code of Conduct emphasizes the teachers role in fostering a positive and productive learning environment for all students. The Administrative Staff Code of Conduct outlines the professional standards and ethical practices expected of administrative personnel. The institutions codes of conduct are accessible to all stakeholders on the institutional website ( <a href="https://www.cssm.in/wp-content/uploads/2023/12/Handbook-of-complete-code-of-conduct.pdf">https://www.cssm.in/wp-content/uploads/2023/12/Handbook-of-complete-code-of-conduct.pdf</a> ) ensuring transparency and accountability.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
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Community work at National Society For Equal Opportunities For the Handicapped(NASEOH)	03/12/2018	04/12/2018	46
Community work at Old age Home	05/04/2019	05/04/2019	18
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#### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. The students are sensitized about the role of an individual in protecting the Environment through the subject like Environmental Education.
2. The use of thermacol is banned in the institution.
3. Plantation is done in the institution in available space.
4. The students and faculties are encouraged to use the recycled material and avoid the plastic bags.
5. The dry and wet wastage is segregated in the institution.

#### 7.2 – Best Practices

##### 7.2.1 – Describe at least two institutional best practices

I) Title of the practice: Science Made Easy: Simplifying Learning for All. The context that required the institution of the practice: Students with science background constitute more than 30 of the total strength. We at the institutional level do our best in giving them exposure to various methods of teaching and update their current knowledge. However, in one of the staff meeting, the science method faculty came up with the idea of visiting Homi Bhabha Centre for science education (HBCSE), which is a premier institution for science and mathematics education. Talk was initiated and it was decided that instead of just visiting the institute, HBCSE can organise a meaningful 'hands on' experience in teaching learning of the sciences. The thought was followed up further and resulted in a very enriching and useful experience for the students. Objectives of the practice: Following objectives were decided. 1. To familiarise the students with the activities at HBCSE. 2. To learn the innovative techniques used by them in teaching learning process. 3. To acquire the skill of demonstrating an experiment. 4. To learn the basics of writing a research paper and present it. The practice : All the science method students were sent to HBCSE as a part their internship program and they were expected to participate in every activity that was planned for them. Obstacles faced if any and strategies adopted to overcome them. None. Impact of the practice: This programme has given hands on experience about various pedagogical approaches of teaching of science in classrooms. Students learned about Teacher fellowships, project assistant positions, pre-service teacher fellowship etc. offered by HBCSE. Awareness about basic pedagogical concepts like PCK, PK, TPACK, TSPCK. TSPCK, curricular saliency etc. was developed. Students were given practical demonstrations on co teaching, PBL and ABL, and they got to interact with faculty from IISER Pune. Resources required: HBCSE volunteered to provide the necessary infrastructural and human resources. Student teachers were required to make their own arrangements to reach the venue at HBCSE About the institution (i) Name of the Institution: C. S. S. Mahavidyalaya, Chembur (ii) Year of Accreditation: December 2016 (iii) Address: R. C. Marg, Chembur, Mumbai 400 071. (iv) Grade awarded by NAAC: A (v) E-Mail: principal@cssm.in II) Title of the practice: Sensitizing Students to the Wisdom of Age: An Intergenerational Approach to Education The context that required the

institution of the practice: B. Ed training programme essentially focuses on all-round development of the personality. Academic aspects of the curriculum are well handled during the carefully planned academic sessions. Activities for affective domain also constitute a part of this careful planning. Institute has always been focusing on shaping the ethical, moral, social aspects of the personality through a multitude of programs every year. Activities with NASEOH is one such regular activity that focuses on sensitizing the students.

Established in 1968, National Society for Equal Opportunities for the Handicapped, India (NASEOH, INDIA) 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. NASEOH, is committed to the cause of challenged individuals. Our student teachers work with them every year thereby realising the importance of mainstreaming the persons with disabilities. This programme had been a great success and our student teachers every year got first-hand experience of working with them.

They sensitized and developed concern about the rehabilitation of these challenged individuals. Due to success of this program, we decided to take up the issue of senior citizens this year. The value deterioration in the society is evident from the fact that we no longer care for elders in family as we used to once upon a time. The increase in the number of old age homes or special housing colonies that are coming up is quite alarming. It was felt that we need to make the students aware about the problems of the senior citizens and try to

nip the issue in the bud. The problems of senior citizens in India is multifaceted. Sometimes they stay alone due to sheer apathy of their kins and this is shameful for the society. Sometimes they are sent to old age homes. They live in dire state, deprived of basic dignity and healthcare. Sometimes they are even denied the basic self-respect and find it very difficult to cope up with the changing times. Therefore, institution decided to sensitize the students about the problems of senior citizens. The intent was very clear. They

should at least learn to take care of their parents in their old age. Objectives of the practice: 1. To sensitize the students about the problems of senior citizens. 2. To empathise with the problems of old age. 3. To learn to take care of the senior citizens at home. The practice: A day visit was organised to 'Matoshree Vrudhashram' located at Asangaon, a suburb of Mumbai. Faculty in charge got in touch with them and chalked out a proper schedule comprising of orientation about the ashram, hands on experience, interaction with the senior citizens etc. The entire day was planned and executed very systematically. Obstacles faced if any and strategies adopted to overcome them: None. Impact of the practice: Students feedback after coming to the institution was moving. Many of them shared that the stories that they had heard over there were very disturbing and they couldn't believe that children could abandon their own parents. They understood the problems faced by senior citizens. so many seemingly simple things like taking online appointments for doctor, bank transactions through apps or finding right information using internet etc. pose a challenge to them. This happens due to lack of knowledge or sometimes due to disability. Some of them felt that they could try and volunteer for such activities or conduct programmes for the senior citizens through senior citizens forums. . As far as abandoning parents is concerned, they felt that value education in schools should be strengthened and new role models created for gen next. Resources required: None. Students were asked to reach the venue on their own. About the institution (i) Name of the Institution: C. S. S. Mahavidyalaya, Chembur (ii) Year of Accreditation: December 2016 (iii) Address: R. C. Marg, Chembur, Mumbai 400 071. (iv) Grade awarded by NAAC: A (v) E-Mail: principal@cssm.in

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://www.cssm.in/wp-content/uploads/2023/11/Best-Practises-18-19.pdf>

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The institutions vision, A soul should enlighten another soul. A teacher is a Life Long Learner, encapsulates the transformative power of education and the pivotal role of teachers in this process. Its commitment to providing quality education for all, regardless of socioeconomic background, is evident in its diverse student community. The institutions emphasis on maximizing exposure through curricular and co-curricular activities fosters skill development, cultural awareness, and personal growth, particularly for students from underprivileged backgrounds. Workshops on self-esteem, anger management, self-awareness, yoga sessions empower these students to recognize their potential and cultivate a positive self-image. The institutions dedication to lifelong learning for students, teachers, and support staff is commendable, preparing them for success in a dynamic world. Activities sensitizing student-teachers to national and international issues cultivate global awareness and inspire them to become change makers. To further support its vision, the institution organizes:-

- Curricular activities: This exposes the students to diverse cultures and perspectives.
- Co-curricular activities: This fosters skill development and talent exploration.
- Workshops: This enables hands on experience on various hard and soft skills.
- Seminars and lectures: It addresses local, national and international issues.
- Community service projects: It encourages social responsibility and understanding of diverse backgrounds.

Through such initiatives, the institution empowers its stakeholders to embody its vision, igniting a chain reaction of enlightenment and lifelong learning.

Provide the weblink of the institution

<https://www.cssm.in/wp-content/uploads/2023/12/7.3.1.pdf>

### 8.Future Plans of Actions for Next Academic Year

The institution has the following Plan of Actions(PoA) for the next academic year.

1. Programs for Mental and Physical Health: Strategy: The institution will conduct regular yoga sessions, mindfulness workshops, stress management workshops, mental health awareness campaigns, and counselling services.
2. Strengthening Community Work Activities: Strategy: The institution will establish partnerships with NGOs, local authorities, and government agencies to organize Community work Activities.
3. Workshops and Training Programs for Learners Development: Strategy: Develop a comprehensive calendar of workshops covering various aspects of personal and professional development. The institution plans to invite industry experts, guest speakers, and trainers to conduct specialized sessions on leadership, communication, critical thinking, and problem-solving etc.
4. Undertaking Major and Minor Research: Strategy: The faculty will be encouraged to undertake major minor research.
5. Organizing Seminars and Conferences: Strategy: The institution plans to establish partnerships with national agencies, academic institutions, and industry bodies for organizing seminars and conferences covering diverse fields and current topics.