



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1. Name of the Institution

SONOPANT DANDEKAR ARTS, V.S. APTE
COMMERCE AND M.H. MEHTA SCIENCE
COLLEGE, PALGHAR, DIST PALGHAR,
MAHARASHTRA, INDIA

- Name of the Head of the institution DR. KIRAN JAYDEO SAVE
- Designation PRINCIPAL
- Does the institution function from its own campus? Yes

- Phone no./Alternate phone no. 02525252317
- Mobile no 9823925382
- Registered e-mail sdsmcollege@yahoo.com
- Alternate e-mail asthakiran@rediffmail.com
- Address KHAREKURAN ROAD, PALGHAR (W),
TAL. PALGHAR, DIST. PALGHAR,
MAHARASHTRA - 401 404

- City/Town PALGHAR
- State/UT MAHARASHTRA
- Pin Code 401404

2. Institutional status

- Affiliated /Constituent Affiliated
- Type of Institution Co-education

- Location **Rural**
- Financial Status **Grants-in aid**
- Name of the Affiliating University **UNIVERSITY OF MUMBAI**
- Name of the IQAC Coordinator **PROF. MAHESH MADHAV DESHMUKH**
- Phone No. **02525252317**
- Alternate phone No. **02525252317**
- Mobile **7972547497**
- IQAC e-mail address **iqac.sdsm@gmail.com**
- Alternate Email address **mahesh_m_deshmukh@yahoo.com**

3. Website address (Web link of the AQAR (Previous Academic Year))

<https://www.sdsmcollege.in/wp-content/uploads/2022/12/AQAR-2020-2021.pdf>

4. Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.sdsmcollege.in/wp-content/uploads/2023/07/Academic-Calendar-2021-2022.pdf>

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	72	2004	16/02/2004	15/02/2009
Cycle 2	B+	2.74	2016	29/03/2016	28/03/2021

6. Date of Establishment of IQAC

20/06/2005

7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Sonopant Dandekar College, Palghar	Salary	Government of Maharashtra	2021-2022	79988342.00
Sonopant Dandekar College, Palghar	Scholarship	Government of Maharashtra	2021-2022	16128407.00

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **No**
- If No, please upload the minutes of the meeting(s) and Action Taken Report [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

1. **Assessment and Examination Reforms:** IQACs worked on modifying assessment and examination patterns to suit remote learning environments, ensuring fairness, and integrity in conducting online exams.

2. **Student Support Services:** IQACs collaborated with various departments to provide comprehensive student support services, including counseling, academic guidance, and technical assistance

for online learning platforms. Formal LMS system was introduced for the students.

3. Promotion of Inclusivity and Accessibility: IQACs promoted inclusive education by ensuring accessibility for students with disabilities and those facing connectivity challenges during online learning.

4. Training and Capacity Building: The IQAC organized online training sessions and workshops for teachers and staff to enhance their digital literacy and proficiency in using online teaching tools and platforms.

5. Adapting Policies and Guidelines: IQAC revised and updated institutional policies and guidelines to accommodate the changing circumstances and ensure smooth operations during the pandemic.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
1. Assessing the Situation and Identifying Challenges	The IQAC conducted formal and informal feedback mechanism to dive deep into the mental health of its students and staff. This ensured conduct of various workshops, seminars and capacity building programs to ensure smooth transition.
2. Student Support Services	The IQAC in collaboration with CDC, Alumni Association and Staff Associations provided extended financial, emotional and academic support to student fraternity. The number of scholarships apart from government scholarships were provided in large numbers. Cultural Programs were organized to facilitate human interaction.
3. Introduction of LMS system	A formal agreement was signed with BitBlue technology to integrate student app services where in a complete LMS system was provided. The App was

	designed on principles of inclusivity and accessibility.
4. Community Outreach Program	The institute actively engaged with the local community, offering support and assistance during challenging times, thus strengthening its social relevance. 50 machines were distributed and at time of distribution, information leaflets in local language were distributed along with small videos to create mass awareness in the tribal areas. The Data so collected is handed over to NGO's working in these areas, as well as the program officers of National Social Service Scheme.
5. Participation in NIRF and Times India Rankings	The institute participated in NIRF and Times of India Ranking even during pandemic.

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name	Date of meeting(s)
College Development Committee	24/03/2022

14. Whether institutional data submitted to AISHE

Part A

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2021-2022	26/12/2022				
15. Multidisciplinary / interdisciplinary					
The NEP 2020 emphasizes the importance of fostering interdisciplinary education to promote holistic learning and					

problem-solving abilities among students. The Institute would offer a mix of multidisciplinary core courses, interdisciplinary courses, and collaborative projects, that provides students with a comprehensive understanding of complex issues while encouraging them to think critically across disciplinary boundaries. It further shall collaborate with institutes like NISM, BSE, ICAI and Industries to undertake certificate programs. This would prepare students to become well-rounded professionals capable of addressing complex real-world challenges effectively rather than being restrictive to single discipline. Blended learning would be its core wherein an policy is to be framed for open education.

16.Academic bank of credits (ABC):

The institute's administrators, faculty, and stakeholders are familiarized with the concept and guidelines of the Academic Bank of Credits as outlined in the NEP 2020. Communicate the implementation of the Academic Bank of Credits to students, parents, and the wider community. Raise awareness about the benefits of the credit bank system and how it promotes student-centric education while getting themselves registered on ABC portal through mentor - mentee system. The curricula to be reframed in line with ABC to the extent possible.

17.Skill development:

The institute plans to integrate skill development through following steps:

- Conduct a thorough analysis of the current job market and industry demands to identify the skill gaps that exist among graduates.
- Introduce industry-relevant subjects and hands-on learning experiences to equip students with the necessary skills.
- Facilitate internships and apprenticeships with relevant organizations to give students real-world experience and allow them to apply their skills in a practical setting.
- Integrate soft skills development into the curriculum, including communication, teamwork, problem-solving, and leadership skills.
- Collaborate with industry bodies to offer certifications and credentials that hold value in the job market.

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

The key areas of work in this arena are as below-

1. Cultural Awareness and Sensitivity Training
2. Integration of Traditional Practices: For instance, incorporating yoga, meditation, or traditional arts into campus life can help students connect with their cultural roots
3. Research in Indian Knowledge Systems
4. Establish a well-equipped library and resource center dedicated to Indian knowledge systems. This will provide students with access to ancient texts, manuscripts, and contemporary research on traditional knowledge.

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

1. Provide faculty with training and workshops on OBE principles, curriculum development, and assessment techniques.
2. Cultivate an institutional culture that values OBE and focuses on student learning and success. Encourage faculty, staff, and students to actively participate in the OBE framework.
3. Clearly define the learning outcomes for each program and course.
4. Ensure that each course's content, teaching methods, and assessments align with the stated learning outcomes. Map the learning outcomes to specific topics and assessments within the syllabus.
5. Develop clear rubrics to evaluate student performance.

20.Distance education/online education:

To prepare oneself towards online / distance education, as a team the focus remains on careful planning, infrastructure development, and faculty training to ensure a seamless and effective learning experience for students. The institute plans to upgrade the technological infrastructure, including high-speed internet connectivity, server capacity, and learning management systems (LMS) to support a large number of online learners. It envisages to establish robust student support services for distance learners, including online counselling, academic advising, technical support, and access to digital libraries and learning resources.

Extended Profile

1.Programme

1.1

850

Number of courses offered by the institution across all programs during the year		
File Description		Documents
Data Template	View File	
2.Student		
2.1 Number of students during the year		5451
File Description		Documents
Institutional Data in Prescribed Format	View File	
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year		1924
File Description		Documents
Data Template	View File	
2.3 Number of outgoing/ final year students during the year		1821
File Description		Documents
Data Template	View File	
3.Academic		
3.1 Number of full time teachers during the year		102
File Description		Documents
Data Template	View File	
3.2 Number of sanctioned posts during the year		49

File Description	Documents
Data Template	View File

4.Institution	
4.1 Total number of Classrooms and Seminar halls	61
4.2 Total expenditure excluding salary during the year (INR in lakhs)	28075104.00
4.3 Total number of computers on campus for academic purposes	379

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

1. **Teacher Training and Development:** To ensure quality enhancement and continuous improvement in the teaching-learning ecosystem, each department ensures teachers undergo faculty development programs and IQAC ensures in-house training workshops are organized for teachers.
2. **Resource Allocation:** An appropriate budget is sanctioned each year for ensuring books, training programs and curriculum enrichment workshops are conducted across varied courses.
3. **Curriculum Delivery Design:** As the institute is affiliated with the University of Mumbai, the curriculum is adapted while IQAC and Departmental Heads ensure curriculum enrichment. This is done by incorporating project-based learning, and experiential learning, providing internships, planning value-added certificate courses and organizing workshops and seminars for students etc. in their curriculum delivery process.

4. **Documentation and Communication:** Throughout the curriculum delivery process, the IQAC ensures detailed documentation, including curriculum frameworks, lesson plans, assessment records, and evaluation reports are recorded and reviewed timely. The lesson plans and Course Outcomes are made available to students in their orientation programs at the beginning of each semester.
5. **Feedback and Review Mechanism:** Student feedback on curriculum delivery serves as a backbone for IQAC to ensure curriculum enhancement and enrichment. The feedback collected is discussed and analysed in departmental and IQAC meetings for taking appropriate actions.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/1.1.1.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The institution prepares the academic calendar in line with arrangement of terms received by the University of Mumbai before the beginning of the Academic year. The various dimensions of Academic Planner are as below-

Brief Content of Academic Calendar:

1. Details of Working Days and Holiday Days to ensure effective teaching learning system
2. Celebration of National Festivals and observance of various days such as

Environment Day , UN Human Rights Day etc

1. Schedule of Parents Teachers Meeting
2. Tentative List of Extension Activities and Cultural Programs

Communication: For communication with stakeholders Academic Calendar is displayed on College Website and shared with the students.

Adherence: To ensure the institution adheres to the academic calendar, IQAC prepares a consolidated monthly activity calendar that includes details of extracurricular activities and observances of days. Apart IQAC also prepares meetings scheduled and taken on monthly basis. Examination Head too prepares an examination calendar.

All the three calendars help to monitor and taken timely action in case any deviations are noted. In programs and courses where internal assessment is required as per curriculum, the details are included in the academic calendar. The timetable is shared at least 15 days prior to the examination.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/1.1.2.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

21

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

27

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1429

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human

Values, Environment and Sustainability into the Curriculum

The institute adopts the curriculum from the University of Mumbai, which infuses within itself substantial content concerning cross-cutting issues pertaining to Professional Ethics, Gender, Human Values, Environment, and Sustainability.

To ensure the cross-cutting issues are well illustrated to the students, the following initiatives are taken:

1. **Curriculum Mapping:** The relevant topics related to the above cross-cutting issues are identified and the teacher ensures a formative assignment is undertaken in each of the sub-topics.
2. **Collaborate across various disciplines:** Workshops, Debates, Joint Projects, and Elocution Competitions are organized to ensure multiple perspectives are made known to the students and stakeholders
3. **External Collaborations:** Collaborations with NGOs, NSS, and Extension wings of other colleges, Experts, field visits, etc are organized to provide students with real-world exposure and ground realities of these issues.
4. **Review Mechanism:** Continuous feedback from all the stakeholders is recorded and reviewed by IQAC to ensure the assimilation of cross-cutting issues in their true sense

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

60

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	No File Uploaded
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

5451

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://www.sdsmcollege.in/wp-content/uploads/2023/07/1.4.1-Action-Taken.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website
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File Description	Documents
Upload any additional information	View File
URL for feedback report	https://www.sdsmcollege.in/wp-content/uploads/2023/08/1.4.2-Feedback-Process-3.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

5451

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

2420

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The Institution caters for students of different calibre and skills, providing them under the paradigm of "One size fits all"

fails to bring out the best in each learner. Hence the institute based on the below criteria, attempts to break down learners into smaller groups to ensure equity and availability of a basket of opportunities suiting their interest areas.

1. Standardized Eligibility Level Grades - Learners based on their basic eligibility criteria as laid down by affiliating bodies are categorized into three levels i.e. Red, Blue, and Green. This assessment criteria is revised each year based on the average score of students admitted to the institute.

2. At the next level of categorization, learners are classified based on the interest test and their competencies in co-curricular activities. This usually takes place through the mentor-mentee process.

Once the learners are classified, IQAC in close collaboration with teachers plans and conducts activities that nurture and enrich their capabilities and fill in the lacunas.

Eg: To offer intellectual stimulation institution conducts seminars, workshops, guest lectures, or conferences where advanced learners can explore additional topics or subjects beyond the regular curriculum. It clubs a group of mixed bags to let the creativity and intellect blend within themselves.

File Description	Documents
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/2.2.1-Bridge-course-2-2.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
5451	102

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

To enhance the learning experiences and improve the engagement levels amongst the learners, the IQAC ensures the curriculum planning aligns with adopting student-centric methods. It aims to empower learners to actively engage with the content, collaborate with peers, develop critical skills, and gain practical experience. A few measures undertaken are :

1. Field Trips and Visits - Organizing visits to museums, factories, exhibitions archaeological sites and government offices.
2. Group projects and Discussions - Group projects in the form of presentations and research studies are designed under various courses to sharpen the teamwork and soft skills of the learners.
3. Debates: Debates on Farmer's Bill, Budgets, Law Trails, Social Media for Learning etc were organized during the year to ensure the curriculum gaps are filled.
4. Project-Based Learning: Providing interview-based projects, survey projects to students, creation of models, etc remain inherent to the institute.
5. Case Studies: Presenting real-life examples and co-relating them with the curriculum is widely practised not under management programs but also in the field of social sciences.

Game-Based Learning, Role Plays, Simulations, Issue spotting, providing logical reasoning, and conducting hands-on training sessions on stock markets, etc are integrated into the curriculum.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/2.3.1.pdf

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The use of technologies in the teaching-learning ecosystem connects Gen Z with their teachers effectively and efficiently. It facilitates interactivity and improved access to resources. The few tools used by teachers are listed below -

1. **Presentation Software:** Teachers use Microsoft PowerPoint presentations or Google Slides frequently to provide visual aesthesis to learners. It also includes the incorporation of videos, graphics, audio clips etc.
2. **Interactive whiteboards:** Blended Learning is practised in PG departments, going for online lectures for 40% of the curriculum. Interactive boards and whiteboard is widely used by teachers.
3. **Puzzles -** Online quizzes and puzzles are created using online educational tools for eg: Kahoot, proprofs, quizlet, easy test maker etc are used.
4. **Online Assessment Tools -** Pear Deck, Mentimeter, Google Form, Edomo etc are used to improve learners' engagement.
5. **Multimedia Creation Tools -** Storyboard, comic strip, Animaker, obs etc are widely used by teachers across various departments.
6. **Open Resources -** Teachers and Students both are trained towards accessing online open resources. A library webpage is also created to make available the open free resources.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

114

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

24

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

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29

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

425

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The internal assessment for learners is closely determined prima facia by the Examination department in consultation with IQAC. To ensure transparency and robustness the general guidelines adhered is as below-

1. The process of internal assessment is well -defined with rubrics laid down even for project submissions. The criterion for assessment is made available to the learners before the conduct of the examination.
 2. The question papers are prepared in 3 sets with a 20% maximum reputation allowed in summative questions. No repetitions are allowed in the case of Formative assessment.
 3. A model answer is accompanied along with question paper submission.
 4. Assignment questions are designed to cover the entire syllabus and mapped to the Course Outcomes (CO) and Performance Indicators (PI) with Bloom taxonomy levels.
-
1. Valuation is done by the respective subject teacher within two days through a centralised valuation system. Sample Answer sheets are moderated by external moderators.
 2. All the records and data bank of attendance in internal Examinations, Question papers, valued answer sheets/copies, and summary of marks sheets, are properly maintained by the teachers for academic monitoring/academic audit.

The guidelines are revisited in accordance with affiliating body and IQAC.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/2.5.1-Mechanism-for-Internal-Assessment.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The College adheres to all guidelines of the University. The College has developed a culture which is highly supportive of students and strives to create an environment conducive to learning. An Examination Calendar and minutes of meeting are recorded for the same.

The mechanism developed to deal with examination grievances can be outlined as below:

1. Formation of Committee: A subcommittee is formed to deal with the grievances of the students relating to exams in case any grievances are received. Apart the institution has a regular Unfair Means Inquiry Committee. The committee meets at least once in per semester

2. Awareness of Grievance Redressal Procedure: To make students aware of the grievance procedure the examination committee in the orientation program delivers the guidelines along with the schedule and process of submitted a grievance.

3. Provision of Complaint and Suggestion Box: The students can also submit their grievances through a complaint box installed on each floor. 4. Receipt of Photocopy of the internal examination sheet: Provision for the photocopy of answer sheet is made available on request and application of the student. 5. Feedback Mechanism: In the year 2021-22 specific feedback with regards to examination was introduced by the committee.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/2.5.2-Mechanism-to-deal-with-internal-examination.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Program Specific Outcomes (PSOs) and course outcomes are communicated as below

Teachers:

- Teachers are made to attend the syllabus revision workshops as and when conducted by the affiliating body to make sure the program outcomes, program-specific outcomes and course outcomes are well understood.
- Curriculum-based workshops/ Guest Lectures are also organized wherein they are made known to newly appointed teachers.
- Most of them are documented in the syllabus copy and in courses where they are not framed by the University, they are framed by the faculties in consultation with cluster group and forwarded the same to members of the Board of Studies of the affiliating body
- SOP for the same has been available to the teachers and at prominent places.

Students

- Each year in the student orientation program conducted for all the three levels the respective course teacher acquaints the students with course outcomes in the beginning of the year.
- The outcomes are also displayed on the college website for reference
- The copy of the Orientation presentation including the PO, PSO and CO is also shared with the students using WhatsApp group.

- The course teachers many times during the lecture co-relate the assignments and internal tests with the course outcome

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/2.6.1-Programme-Outcome-2021-22.pdf
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Assessment for Attainment of POs, PSOs and COs is the process carried out by the institution, that identifies, collects and prepares data to evaluate the achievement of POs, PSOs and COs. The process is conducted by IQAC, Examination Committee and Department head collaboratively.

The brief outline of the procedure is as follows-

Define POs, PSOs and COs - Since the institute is affiliated with the University of Mumbai, PO/PSO and CO are available in the syllabus copy are adopted. If not they are framed by individual teachers in close consultation with the departmental teachers and IQAC co-ordinator.

Setting the POs, PSOs and COs Target Articulation matrix - This matrix explains the level of correlation between CO and PO's and PSO. It is prepared by individual teachers in close consultation with the departmental teacher and IQAC coordinator.

CO Assessment (setting and measurement):- This assessment is benchmarked by IQAC and Examination Committee. The weightage in final CO attainment where Internal Assessment & External Assessment (75%)are involved is 25:75.

Indirect Method (20% weightage in final attainment)

Indirect assessment is done through a program exit survey. A relevant questionnaire to evaluate the attainment of POs/PSOs is given in the exit survey form.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/2.6.2-Programme-Outcome-2021-22.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

7799

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	http://sdsmcollege.in/wp-content/uploads/2023/10/2.6.3.-Result-2021-2022.xlsx

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://www.sdsmcollege.in/wp-content/uploads/2023/07/STUDENTS-SATISFACTION-SURVEY-2021-22.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

0.1

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

5

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

1

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	View File
Paste link to funding agency website	www.sdsmcollege.com

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The students have always placed a high priority on striving for greatness. Training programmes for human resources and ongoing

assessments of the various operations take centre stage in ensuring this. This year, workshops on promoting awareness of and using open educational resources including Khan Academy, Common Wealth of Learning, and Creative Commons were organised. In the areas of patent filing, IPR, research methodology, case study competitions, etc., seminars and workshops have been held.

The institute made efforts to prepare students for the Avishkar Research Convention, and as a result, even during the epidemic, 20 research ideas were submitted, with 4 receiving awards. Induction programmes and peer-to-peer learning have grown commonplace here. To encourage innovation and entrepreneurship, the college established the Centre of Excellence and Entrepreneurship. All throughout the year, activities have been planned in coordination with the National Skill Development Corporation.

Under Project Mumbai, students from the Department of Environment presented projects outlining their original concepts. Collaboration between the Maharashtra State Skills Developments and the Institute of Entrepreneurship Guidance and Industrial Training allowed for the establishment of a placement and training programme. Thus, the institute balances the need for educated people resources and infrastructure in this field through well-coordinated activities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/3.2.1-Avishkar-Report-2021-2022.pdf

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

7

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

4

File Description	Documents
URL to the research page on HEI website	https://www.sdsmcollege.in/wp-content/uploads/2023/09/3.1.2-Link-File.pdf
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

67

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

28

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The institute with the help of various wings firstly conducts a thorough assessment of the community's needs and identify social issues that require attention. This is done through surveys, interviews, and discussions with community members, local authorities, and NGOs. The identified issues form the basis for designing extension activities. The key areas that were looked upon during the academic year were as follows :

1. Skill Development
2. Health and hygiene
3. Clean Water and Sanitation
4. Women Empowerment
5. Teamwork

Impact: The impact cannot be quantified but definitely students develop a sense of social responsibility, empathy, and leadership skills. They gained practical knowledge, cultural sensitivity, and problem-solving abilities. Community members benefited from increased awareness, skill development, improved health, and enhanced quality of life.

These activities also foster long-term relationships between the institution and the community, promoting sustainable development and positive social change.

File Description	Documents
Paste link for additional information	http://sdsmcollege.in/wp-content/uploads/2023/10/3.4.1.xlsx
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

9

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

39

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

2166

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

30

File Description	Documents
e-copies of related Document	View File
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

5

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The Institute continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching-learning environment. Apart from meeting the criteria laid down by statutory bodies, it has additional high tech infrastructure to suit the changing landscape of education ecosystem.

1. Facilities for Recording Videos- Tripod stands with mobile holders and green backdrops are made available to ensure video recording for students and teachers.
2. Library - The Libraries are integrated knowledge resource centres comprising, inbuilt computers for accessing e-resources. The computer labs are equipped with smart interactive panels and projectors.
3. Computers: The institute has more than for 350 computers for students use with labs equipped with high speed internet, projectors and interactive panels.
4. Laboratories - The Institute is equipped with 10 chemistry laboratories, 4 physics, 4 botany, 4 zoology and 4 biotechnology labs with required infrastructure and safety measures.
5. Nursery - To ensure certificate programs are conducted and promote local agricultural practices, 4 nurseries are maintained within the premises.

- 6. Seminar Rooms- The institute has 3 seminar rooms well equipped with music system.
- 7. Auditorium - One Large Auditorium suitable for conducting programs and events is available.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/4.1.1-Details-of-Augmentation-in-Infrastructure-2021-22.pdf

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The institution boasts well-rounded facilities for cultural activities, sports, games, and physical well-being that is evident from various awards in its cap.

The campus includes a dedicated Cultural Activities Center, acting as a vibrant hub for artistic expressions, hosting numerous events, performances, and workshops throughout the year with an area of 7000 sq ft.

For sports and games, the institution offers both indoor and outdoor facilities. Outdoors, there are vast grounds providing ample space for cricket, football, athletics, and other outdoor games. These facilities are well-maintained and equipped with modern amenities, encouraging students and staff to engage in physical activities regularly.

Additionally, to promote physical fitness and well-being, the institution has two gymnasiums. It is equipped with the trainer, latest exercise equipment and offers various fitness programs to cater to the diverse needs of users.

To foster mental and spiritual health, the campus houses a serene Yoga Centre established where, students and staff can practice yoga and meditation to alleviate stress and maintain overall well-being. It is also offered to people around vicinity.

The adequacy of these facilities is evident in their high user rate, with more than 70% of the campus population actively participating in cultural and fitness programs.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/4.1.2-Full-information-2021-2022.pdf

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

11

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://sdsmcollege.in/wp-content/uploads/2023/10/4.1.3-4.3.1-Institution-frequently-updates-its-IT-facilities-including-Wi-Fi.xlsx
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

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

280.75104

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

4.2.1: Library is automated using Integrated Library Management System (ILMS)

4.2.1 Integrated Library Management Software

Download

Library is using SOUL Software

Version 3.0

1. SOUL Software Screen Shot
2. Web OPAC Screen Shot
3. SOUL m-OPAC
4. Library Photos
5. Library Website Link

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/4.2.1-Library-system-21-22.pdf

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

12.255

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

262

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

To ensure a high-quality learning and research environment, the institution frequently update its IT facilities, including Wi-Fi, to keep up with technological advancements and meet the evolving needs of its students and staff. The details are as below -

1. **Budget:** Recognizing the critical role of IT in education, the institution allocates a significant portion of its budget to IT infrastructure and upgrades
2. **Hardware:** The institution's IT facilities encompass a robust network infrastructure, modern computer labs, and reliable Wi-Fi connectivity across the campus. The Wi-Fi system has been regularly updated with NKN facilities. These updates have involved hardware improvements, such as replacing outdated access points with the latest models to enhance coverage and data transfer speeds.
3. **Human Resources:** To ensure a seamless digital experience, the institution employs a dedicated team of IT professionals responsible for the maintenance, security, and optimization of the IT infrastructure.
4. **Feedback:** The IT department consistently monitors network performance and user feedback to identify areas of improvement. They conduct regular surveys to gauge Wi-Fi satisfaction levels among students and faculty, enabling them to address any connectivity issues promptly. Moreover, the institution regularly collaborates with IT vendors and industry experts to stay abreast of cutting-edge technologies and best practices.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://sdsmcollege.in/wp-content/uploads/2023/10/4.3.1-Institution-frequently-update-s-its-IT-facilities-including-Wi-Fi.xlsx

4.3.2 - Number of Computers

379

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

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

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

116.66655

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The Institute adheres to various policies outlined as below to ensure the proper maintenance and utilization of its physical, academic, and support facilities, creating an environment conducive to effective teaching, learning, and community development.

1. Physical Facilities Maintenance Policy:

1. **Regular Inspections:** The institute conducts periodic inspections of its physical facilities, including buildings, classrooms, laboratories, and amenities, to identify maintenance needs and ensure timely repairs
2. **Safety Measures:** The safety of students, faculty, and staff is the top priority, and measures like fire safety, structural stability, and emergency response plans are in place and regularly updated.

2. Academic Facilities Policy:

1. **Classroom Management:** The scheduling of classrooms are optimized to ensure efficient usage, and classrooms are equipped with necessary teaching aids and technology including E - learning facilities.
2. **Laboratories and Libraries:** Adequate funding and resources are allocated for maintaining well-equipped laboratories and libraries, catering to the needs of different academic disciplines.

3. Support Facilities Policy:

1. **Administrative Support:** Efficient administrative processes are established to support admissions, student services, and other administrative functions.
2. **Policies for maintenance of infrastructure facilities i.e. sports, auditoriums, yoga centres, nurseries, gymnasium etc are documented.**

Apart Institute beholds research policy, feedback mechanism, environment policy and rural engagement policy.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/4.4.2-SOP-Report-2021-2022-Department-1.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1993

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

1993

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to Institutional website	https://www.sdsmcollege.in/wp-content/uploads/2023/09/Final-Report-with-Cover-page-5.1.3.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

795

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

795

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

7

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

157

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

1

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

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

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

7

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Students' representation and engagement in various administrative, co-curricular, and extracurricular activities are crucial aspects of fostering a vibrant and inclusive campus community. The institute initiatives are outlined as below

1) Student Council: The institution typically establishes a Student Council through democratic elections that plays a pivotal role in organizing events, addressing student grievances, and advocating for student welfare.

2)Representation on Various Bodies: Students are encouraged to participate in decision-making bodies within the institute i.e. Grievance Redressal Cell, ICC, IQAC, Anti- ragging committee, cultural committee, centre for excellence, Research cell etc

3) Curricular & Extracurricular Activities:. Students lead and participate in sports competitions, seminars, workshops, cultural festivals, and community service initiatives , nurturing their talents, building leadership skills, and fostering a sense of camaraderie.

4) Student Clubs: The institute supports various student-run clubs catering to diverse interests like music, art, literature, entrepreneurship, and more. These clubs provide platforms for students to explore their passions and collaborate with like-minded peers.

5) Feedback Mechanism: The institute establishes an efficient feedback mechanism to gather suggestions and concerns from students regularly. This ensures that the administration remains

receptive to student needs and aspirations, leading to continuous improvement in various aspects of campus life.

File Description	Documents
Paste link for additional information	https://www.sdscollege.in/wp-content/uploads/2023/10/5.3.2.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

516

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The Alumni Association of the institute plays a significant role in contributing to the development and growth of the institution through various forms of support.

- 1. Financial Contributions:** Alumni, often give back by making generous financial donations. These contributions fund scholarships for the students.
- 2. Mentorship and Career Guidance:** Alumni members actively engage with current students by offering mentorship, career

counseling, and industry insights.

3. **Networking Opportunities:** The Alumni Association organizes networking events, alumni reunions, and industry-specific gatherings, providing platforms for alumni and current students to connect. These interactions facilitate knowledge sharing, internship opportunities, and potential job placements.
4. **Academic Support:** Alumni often contribute to academic programs by participating in guest lectures, workshops, and seminars. Sharing their experiences and expertise enriches the learning experience and exposes students to real-world insights.
5. **Knowledge Sharing and Research Collaboration:** Many alumni, who have excelled in their respective fields, collaborate with faculty on research projects, sharing their expertise and insights. Such collaboration enhances the institution's reputation and promotes a culture of continuous learning and innovation.
6. **Community Outreach:** The Alumni Association organizes social initiatives and community service programs. Through these endeavours, alumni give back to society, aligning with the institution's commitment to social responsibility.

File Description	Documents
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/5.4.1-Alumni-Report.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

B. 4 Lakhs - 5Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Our vision and mission is to be a beacon of accessible and transformative education in rural areas, empowering students to thrive in a rapidly evolving world. In the next 50 years, we aim to maintain our position as a leading institution for providing quality and inclusive education. By leveraging our rural location, we seek to foster a nurturing and inclusive learning environment that embraces diversity and empowers students and stakeholders to become responsible global citizens.

Our governance structure is characterized by transparency, accountability, and inclusivity. We strongly believe in shared governance and encourage active participation of teachers and students in decision-making bodies. Faculty members are represented in key committees and boards, providing valuable insights in shaping academic policies, curriculum development, and other crucial decisions that impact the institution's growth. We strive to maintain an efficient and responsive administrative body that is open to feedback from students, staff, and the community. Regular assessments of policies and procedures are conducted to uphold the highest standards of governance.

Together, we attempt to create an inspiring learning community that fosters holistic development and equips students with the skills and knowledge needed to lead successful and fulfilling lives in the rural and global contexts.

File Description	Documents
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/6.1.1-SOP-2020-2021-1-merged-1.pdf
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

During the COVID-19 pandemic, we faced significant challenges in conducting traditional in-person examinations, moreover being in interiors network error was frequent. To address these challenges

and ensure academic continuity, we adopted decentralized approaches in the examination systems. The examination committee assigned a team comprising of technical experts and individual teachers to conduct examination. The key initiatives are

1. **Online Proctored Exams:** Instead of centralized examination centers, institutions implemented online proctored exams. Students could take exams from their homes, using their computers or mobile devices, while AI-based proctoring tools monitored their behavior to ensure academic integrity.
2. **Multiple Time Slots:** To accommodate students in different time zones and address internet connectivity issues, institution offered multiple time slots for online exams.
3. **Online Viva Voce:** Institutions conducted viva voce examinations through video conferencing tools.
4. **Decentralized Grading and Evaluation:** To expedite the grading process, institutions distributed answer scripts to faculty members electronically. Faculty members then evaluated and graded the exams remotely, reducing the need for physical handling of answer sheets.

Institution therefore considered the challenges faced by students during the pandemic, such as internet connectivity issues and health concerns, and adopted flexible evaluation methods to ensure inclusivity and fairness.

File Description	Documents
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/6.1.2-Examination-report.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

To ensure a holistic transition into the online learning ecosystem as deployed in the perspective plan of the institute. A comprehensive Online Learning Support Center (OLSC) that serves as a centralized hub providing various resources, training, and assistance to students, faculty, and staff during the transition to online learning were established. Here are the few key

highlights :

1. **Faculty Training and Development:** Faculty members are guided on how to create engaging and interactive online courses.
2. **Student Orientation Programs:** The OLSC conducts orientation programs for students to familiarize them with the online learning environment, the use of virtual classrooms, accessing learning materials, and navigating the learning management system.
3. **Technical Support:** The OLSC provides technical support to address any issues students, faculty, or staff may encounter during online classes.
4. **Virtual Events and Workshops:** The OLSC hosts virtual events, seminars, and workshops on topics related to online learning, time management, study skills, and mental well-being to help students adapt and succeed in the new learning ecosystem.
5. **Learner Feedback Mechanism:** The OLSC solicits feedback from students and faculty regularly to assess the effectiveness of online learning strategies and gather suggestions for improvement.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/6.1.2-3.pdf
Upload any additional information	No File Uploaded

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.

The institution follows decentralized and participative management with job rotation wherever possible. The well knitted organization structure ensures effectiveness at all levels available at places of strategic importance and on website.

The institution maintains transparency and open communication channels between different bodies to ensure coordination and collaboration, IQAC plays a pivotal role here.

Regular audits and evaluations help monitor compliance with procedures and assess overall efficiency. The institution places

emphasis on stakeholder participation in decision-making processes, promoting a culture of shared responsibility and mutual respect. Continuous improvement and feedback mechanisms ensure that the institution remains adaptive to changing needs and challenges, creating a conducive environment for academic excellence and holistic student development.

File Description	Documents
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/6.2.2-SOP-2021-2022.pdf
Link to Organogram of the institution webpage	https://www.sdsmcollege.in/wp-content/uploads/2023/09/Final-Report-with-Cover-page-5.1.3.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	A. All of the above
---	----------------------------

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user inter faces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The higher education institution, with a legacy of 50 years, has implemented a comprehensive set of effective welfare measures to support the well-being and professional growth of both teaching and non-teaching staff. The measures include:

- 1. Healthcare Facilities: Providing comprehensive health**

insurance coverage, medical check-ups, and access to healthcare facilities for employees. Paid Maternity leave to female staff.

2. **Professional Development:** Offering opportunities for continuous learning and skill enhancement through workshops, seminars, and funding for higher education.
3. **Flexible Work Arrangements:** Implementing flexible working hours and remote work options to accommodate personal needs and enhance work-life balance.
4. **Employee Assistance Program (EAP):** Providing confidential counseling services, mental health support, and resources for employees facing personal challenges.
5. **Retirement Benefits:** Offering retirement plans and pension schemes to secure the financial future of employees after their service.
6. **Recreational Facilities:** Granting access to recreational amenities such as sports facilities, gymnasiums, and clubs to promote physical and mental well-being.
7. **Staff Engagement Programs:** Organizing regular staff events, cultural celebrations, and team-building activities to foster a sense of community and belonging.
8. **Loan Facilities and Assistance:** Providing financial support through low-interest loan facilities for staff members facing emergencies or pursuing personal endeavours through pat pedhi.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2023/10/6.3.1-32324_165_1696051516.pdf
Upload any additional information	View File

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

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

5

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

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

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

4

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

22

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The Performance Appraisal System encompassing both teaching and non-teaching staff, here comprehensive, fair, transparent, and geared towards fostering professional growth and excellence. A separate committee is formed for the same. Here are the key components of the system:

- 1. Clear Performance Criteria:** The appraisal system is well-defined performance criteria aligned with the institution's goals and values. Specific metrics are established for teaching effectiveness, research contributions (if applicable), administrative competence, and other relevant areas.
- 2. Data-driven Decisions:** The appraisal system should be based on objective data and evidence, minimizing biases and subjectivity in evaluations.
- 3. 360-Degree Feedback:** The system incorporates feedback from multiple sources, including students, peers, supervisors, and including self-assessment.
- 4. Appeal Mechanism:** There is fair and transparent appeal mechanism for employees who wish to challenge their appraisal results.

The system is sensitive to the diverse cultural backgrounds and regional variations among staff members, ensuring fairness and inclusivity. Regular feedback sessions between employees and their head of departments are scheduled to discuss strengths, areas for improvement, and professional development plans. For employees who are not meeting performance expectations, a structured Performance Improvement Plan (PIP) are put in place, outlining clear steps for

improvement and support.

File Description	Documents
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/6.3.5-Staff-Manual-Final-2021-2022-merged.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Being a government-aided institute various internal and external financial audits are typically carried out throughout the year to ensure financial accountability. Some of these audits include:

1. Internal Audits: The institute has an internal audit department appointed by the Finance Committee to conduct periodic internal audits.
2. Statutory Audits: An external audit firm appointed by the institute's governing body conducts statutory audits annually to verify the accuracy of financial statements and compliance with relevant laws and accounting standards.
3. Grants and Schemes Audits: If the institute receives any grants or funds from government schemes or external agencies, separate audits are conducted to ensure that the funds are utilized for their intended purposes.
4. Project Audits: The institute is involved in research or development projects, project-specific audits are conducted to review financial management and utilization of project funds.

To settle audit objections efficiently, it follows a well-defined mechanism as below

1. Audit objections identified during the various audits are documented, specifying the nature and amount of the objection.
2. The institute prepares responses and clarifications for each objection, providing relevant supporting documents and explanations.
3. After review, the committee takes necessary actions to

rectify any identified discrepancies or errors.

File Description	Documents
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/6.4.1-Audited-Statement-2021-2022-1-1.pdf
Upload any additional information	View File

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

2.24922

File Description	Documents
Annual statements of accounts	View File
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institution follows strict financial management practices, including regular monitoring of expenses, cost-cutting measures, and efficient use of resources. The key components are -

- 1. Financial Planning-** Financial planning involves identifying key projects, infrastructure development, faculty development, and student support initiatives.
- 2. Budgeting and Allocation -** It prepares detailed annual budgets based on projected expenses and available resources, including government grants. It carefully allocates government grants based on predefined objectives and priorities.
- 3. Compliance Reporting-** It ensures compliance with funding guidelines and provides periodic reports to the government/authorities on fund utilization.
- 4. Efficient Financial Management:** The institution follows

strict financial management practices, including regular monitoring of expenses, cost-cutting measures, and efficient use of resources.

5. Future Endowments- The institution aims to build reserves and endowments to ensure long-term financial sustainability and protect against economic uncertainties.
6. Investment Policy: The institution has an investment policy to manage surplus funds, considering risk tolerance and potential returns. Prudent investment decisions help generate additional income.
7. Continuous Review and Improvement: The institution periodically reviews its policy to adapt to changing circumstances, optimize revenue streams, and enhance financial performance.

Through adherence of above policies & procedures it effectively manages its finances and support its development.

File Description	Documents
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/6.4.3-Audited-Statement-2021-2022-1-1.pdf
Upload any additional information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

The Internal Quality Assurance Cell (IQAC) played a crucial role in implementing Outcome-Based Education (OBE) and integration of Indian Knowledge systems within the institution. The IQAC's role in implementing IKS includes:

1. Creation of Cultural Awareness and Sensitivity Training to Teachers and Students through organization of workshops, seminars and activities etc.
2. It facilitated integration of traditional practice for instance, incorporating yoga, meditation, or traditional arts into campus life can help students connect with their cultural roots
3. Co-ordinating with librarian to ensure availability of ancient texts, manuscripts, and contemporary research on traditional knowledge.

The IQAC's role in implementing outcome based education included:

1. Arranged faculty with training and workshops on OBE principles, curriculum development, and assessment techniques.
2. Clearly defined the learning outcomes for each program and course with help of department heads.
3. Ensure that each course's content, teaching methods, and assessments align with the stated learning outcomes. Mapped the learning outcomes to specific topics and assessments within the syllabus.
4. Developed clear rubrics to evaluate student performance.
5. Calculation of Program Attainment through 75: 25 pattern using both direct and indirect method.

Thus year 2021-22 was primarily focussed on implementation of NEP 2020.

File Description	Documents
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/6.5.1-Report-original.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The Internal Quality Assurance Cell (IQAC) plays a significant role in revising teaching methodologies to enhance the quality of education and improve the learning experience for students.

1. Flipped Classroom Model for Post Graduate Course- It played a pivotal role in revisiting teaching methodologies by introducing the Flipped Classroom Model in PG course. IQAC collaborated with the academic department and faculty to redesign the course curriculum. Instead of traditional lectures, the course now had a combination of pre-recorded video lectures and interactive online activities as pre-class assignments. It worked with the institution's IT department to integrate the LMS with interactive tools and resources to support the Flipped Classroom Model. Throughout the semester, the IQAC monitored the implementation of the Flipped Classroom Model. Faculty members received ongoing

support and feedback to refine their approach and address any challenges.

2. Curation of Open Educational Resources- It involved the systematic selection, organization, and sharing of freely available educational materials to support teaching, learning, and research. The IQAC identified reputable OER repositories and platforms that host a wide range of educational resources, such as OpenStax, OER Commons, MIT Open Courseware, and Khan Academy and faculties and students were trained on using and curating them.

File Description	Documents
Paste link for additional information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/6.5.2-SOP-2021-2022.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://sdsmcollege.in/agar
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

To foster a gender-sensitive campus the institution's policies have strived to balance gender ratios across the hierarchical process. It strongly believes and practices, "Zero Tolerance" towards biases and sexual harassment. It conducts gender audit apart from monitoring and maintaining data for each year based on parameters such as enrolment ratio, providing scholarships to students, inclusion in extension, and curricular activities.

a. Safety & Security - The college's internal complaint committee, anti-ragging cell, and student grievance redressal cell are the grievance mechanisms are explained to stakeholders. The manuals too are shared and made available in the college library. Installation of Sakhi box and CCTV in strategic places have been carried upon.

b. Counselling - The sessions are conducted related to sexual harassment- POSH Act, Health and Hygiene and Breaking the taboos have been conducted regularly.

c. Common Rooms - The college has common rooms on each floor for boys and girls on campus with sanitary pad vending and dispenser machines installed in the restrooms.

d. Programmes or Events - Various workshops, talk shows and seminars are conducted by WDC and IQAC on regular intervals. In fact year 2021-22 had one of best practices on health hygiene of women during menstrual cycle.

File Description	Documents
Annual gender sensitization action plan	https://www.sdsmcollege.in/wp-content/uploads/2023/10/7.1.1-Cover-Page-merged.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/7.1.1-Cover-Page-merged.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-

A. 4 or All of the above

**based energy conservation Use of LED bulbs/
power efficient equipment**

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Training programmes are conducted from time to time about the methodology of disposing of waste. A lecture on "Compost Pit" emphasises on the use of three bins Yellow, Green and Blue to infuse the concept of Reuse and Reduce are organized. Signboards/Posters are displayed on the College campus for encouraging ideas of a plastic-free zone

1. Solid waste management- On campus, organic waste is managed efficiently. Keeping distinct containers allows for the initial level of waste separation. For proper biodegradable, non-biodegradable, and electronic waste segregation, various containers are stored. Metal, wood, glass and plastic scrap collected from libraries, offices and college campuses are given to scrap dealers for recycling.

2. Liquid waste management - The liquid waste from the College is connected to the -----sewage system. Continued employment of a caretaker to take immediate steps to stop any water leakage through taps, pipes, tanks, toilet flush etc.

3. Biomedical waste management

4. E-waste management - The hard disc, CPU, displays, mobile phone charger, CD drive, and other useful components of electronic devices have been taken for reuse from the old PCs or disposed of under E-waste Drive program.

5. Waste recycling system

6. Hazardous chemicals and radioactive waste management

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above
--	-------------------------------------

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institutional environment and energy initiatives are confirmed through the	A. Any 4 or all of the above

**following 1.Green audit 2. Energy audit
3.Environment audit 4.Clean and green
campus recognitions/awards 5. Beyond the
campus environmental promotional activities**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The College promotes linguistic, regional, and cultural diversity

through conduct of various activities/ observances of days, listed are few of them

1. Adivasi Day - Every year on August 9, the Adivasi people celebrate their day. The students demonstrate the lifestyle of the Adivasi community, their rich culture in the form of traditional dance and talk about their way of life.

2. Hindi Diwas - The department of humanities organizes Hindi Diwas which is on September 14th every year to commemorate the adoption of Hindi in the Devanagari script as one of the official languages of the nation. This encourages students to express their thoughts with regard to our national language.

3. Marathi Bhasha Diwas - It is celebrated on February 27' every year across the Indian states of Maharashtra and Goa.

5. Traditional Day - The celebration of India's rich cultural diversity on Traditional Day is commemorated which is organized by the cultural committee. It's a day set aside for students and stakeholders to dress traditionally from their state or other preferred culture.

Festivals such as Christmas, Garba day, Buddha Purnima, Guru Purnima, Baisakhi, Onam, EID, etc are celebrated to promote the ideology of a Secular State

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The activities and events are conducted collaboratively or individually by various departments and various committees in this arena are :

1. Independence Day and Republic Day are celebrated with a theme related to social messages like "Zaara Yaad Karo Qurbani
2. Constitution Day: In order to inculcate constitutional

duties in students, promote understanding of the constitution, and make students aware of the significance of Constitution Day.

3. Swami Vivekananda Jayanti (National Youth Day) is celebrated by conducting an elocution competition and poster-making competition
4. The College regularly organises blood donation drives, cloth donation drives, food day (Healthy and Nutrients), road safety awareness campaigns, and disaster management seminars.
5. World AIDS and Human Rights Day are celebrated in order to inculcate moral values, ethics and empathy among students.
6. The college organizes free health check-ups for employees and students. The students are encouraged to participate in activities like tree plantation, saving food, saving water, Swachh Bharat Abhiyan- cleaning premises and cleaning lakes nearby the college
7. Zero chemical food awareness campaigns and anti-tobacco day awareness campaigns were conducted.
8. During the lockdown, teachers and students were requested to sign the Janta Curfew Pledge to prove their civic duty.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://www.sdsmcollege.in/wp-content/uploads/2023/10/7.1.9.pdf
Any other relevant information	https://www.sdsmcollege.in/wp-content/uploads/2023/10/7.1.9-1.pdf

<p>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff</p> <p>4. Annual awareness programmes on Code of Conduct are organized</p>	<p>A. All of the above</p>
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File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

1. International Yoga Day - 21st June each year marks the celebration of International Yoga Day. The institute also conducts certificate courses for its students on yoga and meditation.

2. Independence and Republic Day - They are celebrated by hoisting the flag and students are given an opportunity to express their thoughts on topics like COVID Warriors, tribute to Frontline workers, India on World Map etc.

3. Gandhi Jayanti - Poster-making competitions, sessions on Gandhian Thought, and World Peace day, Attending Bhajan Sandhya conducted by UoM are carried upon.

4. Constitution Day- Interpretation and understanding of the preamble by student representatives form the centre stage.

5. Human Rights Day - The students are instructed to create a poster or rangoli to convey a message regarding the exclusion of inequality and discrimination.

6. National Voters Day - National Voters' Day is organized with an view to educate and encourage young voters to vote during elections.

7. International Women's Day - Students are asked to create posters outlining the value of women in their life, which are then displayed in the classrooms and vicinity.

Apart from above, World Environment Day, National Youth Day, Shivaji Jayanti, World HIV Day, Men's Day etc are celebrated

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Practice 1 aims to re-establish the strong link between education and social creativity, which weakened due to pandemic-related changes, economic pressures, and societal influences on Gen Z learners. The context highlights the negative effects of isolation, anxiety, and excessive technology use on face-to-face communication and social skills. The practice involves fostering adaptability, digital literacy, and resilience through cultural activities, social and emotional learning programs, and collaborations with other institutions.

Evidence of success includes increased participation in cultural activities, improved social and emotional learning based on feedback, and enhanced classroom engagement. However, challenges like learner reluctance and COVID-19 restrictions were faced during implementation.

Practice 2 focuses on strengthening menstrual healthcare in tribal areas, addressing myths, improper disposal of sanitary pads, and cultural taboos related to menstruation. Initiatives include distributing sanitary pad vending machines, organizing awareness campaigns through street plays and competitions, and collecting data on menstrual health knowledge.

Evidence of success involves the distribution of machines, information dissemination, and data sharing with NGOs and program officers. Both practices address crucial social issues and have achieved positive outcomes despite initial challenges, thanks to collaborative efforts and stakeholder engagement.

File Description	Documents
Best practices in the Institutional website	https://www.sdsmcollege.in/wp-content/uploads/2023/08/Criteria-7-Best-Practices.pdf
Any other relevant information	https://www.sdsmcollege.in/wp-content/uploads/2023/08/Criteria-7-Best-Practices.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institute has shown exemplary performance in promoting Sustainable Development Goals (SDGs) 4 and 3, with a particular focus on "Quality Education" and "Good Health and Well-being."

In line with SDG 4, the institution has prioritized quality education by implementing innovative teaching methodologies, enhancing access to education for marginalized communities, and promoting skill development aligned with local needs. It has established scholarship programs to support economically disadvantaged students, enabling them to pursue higher education. Additionally, the institution has partnered with local schools to conduct teacher training programs, elevating the quality of education at the grassroots level.

Concerning SDG 3, the institution has been at forefront of promoting good health and well-being in the rural community. It initiated health camps especially menstrual health and hygiene, conducting awareness drives, focusing on preventive measures, sanitation, and hygiene. Furthermore, the institution has actively engaged students and faculty in research related to public health issues prevalent in the region. This research-driven approach has led to evidence-based policy recommendations, contributing to improved healthcare practices.

Its dedication to SDGs 4 and 3 has positioned it as a catalyst for positive change in societal development, aligning its efforts with the global agenda for sustainable and inclusive growth.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1. **Accreditation and Rankings:** Work towards achieving higher accreditation status and rankings to enhance institutional reputation and attract top talent.
2. **Celebration of Heritage:** Organize events and activities to celebrate India's and regions rich history and achievements, involving alumni, faculty, and students in the celebrations.
3. **Faculty Development:** Invest in faculty development programs to enhance teaching methodologies, pedagogical techniques, and research capabilities.
4. **Entrepreneurship Development:** Additional Budgets to entrepreneurship cell to nurture and support student start-ups and innovative ventures. Offer entrepreneurship courses and workshops to instil an entrepreneurial mindset.
5. **Digital Transformation:** Digitize administrative processes, library services, and academic resources for seamless access and efficient operations.
6. **Development of Open Resource Education Policy:** Formulate an policy for creation and curation of Open Resources.
7. **Sustainability Initiatives:** Implement sustainability practices to reduce the institute's environmental footprint. Integrate sustainability education into the curriculum.
8. **Global Exposure:** Promote international collaborations, student exchange programs, and partnerships with foreign universities to offer students a global perspective and foster cultural diversity.
9. **Quality Assurance:** Strengthen the Internal Quality Assurance Cell (IQAC) to monitor and ensure academic quality, compliance with standards, and continuous improvement of institutional processes and strive towards implementation of NEP 2020.