YEARLY STATUS REPORT - 2022-2023

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. **02525252163**

- 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://sdsmcollege.in/wp-content/uploads/2024/01/AQAR-2021-2022.pdf

4.Whether Academic Calendar prepared during the year?

Yes

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

https://sdsmcollege.in/wp-content/uploads/2024/01/Academic-Calendar_Year-Planner-2022-23.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.,

10-04-2024 12:42:54

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Sonopant Dandekar College, Palghar	Salary	Government of Maharashtra	2022-2023	70851823.00
Sonopant Dandekar College, Palghar	Post Matric Scholarship Scheme (Government Of India)	Government of India	2022-2023	2541610.00
Sonopant Dandekar College, Palghar	Tuition Fee & Exam Fee for Tribal Students (Freeship)	Government of Maharashtra	2022-2023	612110.00
Sonopant Dandekar College, Palghar	Government of India Post-Matric Scholarship	Government of India	2022-2023	536368.00
Sonopant Dandekar College, Palghar	Post-Matric Tuition Fee and Examination Fee (Freeship)	Government of Maharashtra	2022-2023	175095.00
Sonopant Dandekar College, Palghar	Post Matric Scholarship to OBC Students	Government of Maharashtra	2022-2023	1985855.00
Sonopant Dandekar College, Palghar	Tuition Fees and Examination Fees to OBC Students	Government of Maharashtra	2022-2023	50000.00
Sonopant Dandekar College, Palghar	Post Matric Scholarship to SBC Students	Government of Maharashtra	2022-2023	478610.00
Sonopant	Tuition Fees	Government	2022-2023	2400.00

Dandekar College, Palghar	and Examination Fees to SBC Students	of Maharashtra		
Sonopant Dandekar College, Palghar	Post Matric Scholarship to VJNT Students	Government of Maharashtra	2022-2023	248175.00
Sonopant Dandekar College, Palghar	Tuition Fees and Examination Fees to VJNT Students	Government of Maharashtra	2022-2023	52800.00
Sonopant Dandekar College, Palghar	Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Scheme	Government of Maharashtra	2022-2023	375200.00
Sonopant Dandekar College, Palghar	POST MATRIC SCHOLARSHIP TO SC STUDENTS - DNHDD	Government of Maharashtra	2022-2023	7000.00
Sonopant Dandekar College, Palghar	POST MATRIC SCHOLARSHIP SCHEME MINORITIES CS	Government of Maharashtra	2022-2023	42000.00
Sonopant Dandekar College, Palghar	Pandit Dindayal Upadhyay Swayam Yojna	Government of Maharashtra	2022-2023	8740000.00

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?   **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report   No File Uploaded

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)

Mentoring non-accredited institutions in the district and successfully enrolling two institutions for the first cycle.

Training and development of MOOC & Open Education Resources based on a four-quadrant model for e-content development for teachers.

Strengthening Research Culture through Incubation and Entrepreneurship Cell leading to patent publication.

Drifting towards a Learning Management System for various stakeholders.

Strengthening enrolment under various Scholarship schemes through Mentor- Mentee Ecosystem.

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. Conduct of a. Academic Audit, b. Gender Audit, c. Environmental Audit, d. Human Resource Audit	Audits were conducted and results were displayed on the website for various stakeholders.
2. Train the trainer's Program	In – House Training Programs on Bloom Taxonomy, Open Education Resources, Universal Design for Learning, and the Four Quadrant Model for E-Content Development. ?Faculties completed MOOC on the above topics progressively. ?Faculties will be encouraged to develop MOOC under OER for UNESCO and other Platforms (To monitor the progress in this area IQAC has devised the evaluation system to be filled online.)
3. Participative and Democratic Working	? Mid-term feedback on teaching and learning systems was collected and analyzed. ? Improved teamwork between students and teachers by conducting project work, field surveys, on job- training in offices.
4. Research Trainings	? 13 Research Training workshops to be organized for students and teachers by the college. ? Students and Teachers attended workshops on Research Methodology organized by. other institutes and/or MOOCs. ? Group Discussions amongst faculties once every month on research papers/ topics/ proposals etc. (peer-peer learning). This was monitored and recorded by IQAC. ? Awards and Recognitions in the area of research were received.
5. Sustainability Assessment	? The sustainability assessment

	in terms of environment i.e. SDG 13 and good health and well-being i.e. SDG 3 were conducted through various ecosystems. ? Awareness campaigns and distribution of menstrual machines in the remotest areas of Palghar in collaboration with NGOs. ? Biological Garden was digitalized alongside exhibition and awareness campaigns were run to create environmental consciousness and accountability.

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

- Name of the statutory body

Name	Date of meeting(s)
College Development Committee	14/11/2022

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	DR. KIRAN JAYDEO SAVE
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• Type of Institution	Co-education
• Location	Rural
• Financial Status	Grants-in aid

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• Name of the IQAC Coordinator	**PROF. MAHESH MADHAV DESHMUKH**
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• Mobile	**7972547497**
• IQAC e-mail address	**iqac.sdsm@gmail.com**
• Alternate Email address	**mahesh_m_deshmukh@yahoo.com**
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Name	Date of meeting(s)
College Development Committee	14/11/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	07/02/2024

15.Multidisciplinary / interdisciplinary

A multidisciplinary education, as envisaged in the NEP- 2020 aims to develop the social, physical, intellectual, emotional, and moral capacities of human beings in an integrated manner. Being an affiliated institution and thriving on University for implementation of NEP, eligibility of interdisciplinary courses is difficult but to ensure every individual benefits, certificate courses are designed to name few skills for 21st century, basics of stock market, yoga, ayurveda etc that are offered to learners across all the disciplines. Similarly, new courses and subjects were affiliated with the University. Also, a wide range of electives is available for learners. The concept of

multidisciplinary as envisaged by the IQAC committee is not restricted to curriculum alone but to its teaching pedagogy wherein projects and assignments are designed to involve working in teams with students from other majors, conducting research that draws on multiple disciplines, or creating presentations or reports that synthesize information from different sources. The IQAC also conducts timely training programs and quality circles for faculties for incorporation of various disciplines.

16. Academic bank of credits (ABC):

Through the mentor-mentee ecosystem, awareness of ABC in multiple languages was put forth to the learners. The registration of existing learners through a well-defined process involving various stakeholders was adopted during the year. Also envisaged in the perspective plan, is the creation of an internal ERP system wherein the learners' profile will be created including its curricular and co-curricular activities available at its fingertips.

17. Skill development:

The institute endows within itself a unique blend of its alumni who have screeched through the sky but yet have their roots intact. This empowers the resources and knowledge to bridge the gap between theory and practice. It has a dedicated centre i.e. Centre for Skill Development and Innovation, that acts as a node for various activities. It offers courses and programs that cater to specific industry needs and current job market trends. With the help of collaborations guest speakers and resource persons from industries panel sessions, workshops on entrepreneurship, and internships are done and the incubation centre is in the pipeline.

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

The Institute offers varied courses i.e certificate, undergraduate in indigenous languages, yoga and ayurveda. In its short-term perspective plan, it contemplates commencing integrated interdisciplinary courses along side with teachings of Mahabharata, Ramayana and Chanakaya Neeti in the upcoming academic session. Further training programs are organized and enrollment under FDP's is in process.

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

The world is transiting at a faster pace that calls for transparency and accountability in every realm of the ecosystem and the education sector is no more an expectation. To bridge this gap adding measurability and objectivity is important, tunning on the same page, IQAC strives to maintain quality benchmarks with a focus on innovation and accountability. Through a well-defined system generated PO- CO mapping catering for each course as per its specific is built into the system. This enables to integration of the knowledge, skills, attributes and outcomes achieved. This system serves as a tool for identifying gaps for improvisation. The institute also ensures orientation on PO-CO is conducted at the time of admission and displayed on the website, prospectus and key areas of accessibility in the institute, this enables learners to choose the right course.

20.Distance education/online education:

Multimodal education serves as a foundation for transiting towards blended learning and in the wake of NEP 2020, the institute has a well-crafted policy for open and online education. The IQAC has not only conducted workshops and training programs in this arena but developed resources too. Further to provide a platform to learners for dual degrees, presently it has a centre for distance education from YCMOU, Nashik and Institute of Distance and Open Learning, University of Mumbai.

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**886**

File Description	Documents
Data Template	[View File](#)

2.Student

2.1 Number of students during the year	**5423**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.2	**1924**
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	[View File](#)

2.3	**1819**
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	[View File](#)

3.Academic

3.1	**182**
Number of full time teachers during the year	

File Description	Documents
Data Template	[View File](#)

3.2	**49**
Number of sanctioned posts during the year	

File Description	Documents
Data Template	[View File](#)

4.Institution

4.1	**72**
Total number of Classrooms and Seminar halls	

4.2	**36098495.00**
Total expenditure excluding salary during the year (INR in lakhs)	

4.3	**379**
Total number of computers on campus for academic purposes	

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://sdsmcollege.in/wp-content/uploads/2024/02/Academic-Diary-2022-23.pdf

CURRICULAR ASPECTS

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://sdsmcollege.in/wp-content/uploads/2024/01/Academic-Calendar_Year-Planner-2022-23.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

35

File Description	Documents
Any additional information	**No File Uploaded**
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)

32

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

2128

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

Evidence of Activities

1. Organization of best out waste competitions, Swachh Bharat Abhiyan, etc

2. Workshops on human rights, Vishaka guidelines, etc.

3. Students are deputed in adopted villages, local areas, and other colleges to create awareness on topics like AIDS Awareness, Domestic Violence, etc.

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

2690

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	View File
Institutional Data in Prescribed Format	View File

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

2690

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://sdsmcollege.in/wp-content/uploads/2024/02/1.4.1-Feedback-Teacher-Student.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	View File

1.4.2 - Feedback process of the Institution may be classified as follows	

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://sdsmcollege.in/wp-content/uploads/2024/02/1.4.2-Feedback-Process-Final.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

5423

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

2408

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

Being situated in the district of Palgharwhich is on the brink of urbanization, the diversity is complex. The IQAC constantly attempts to improvise its initiatives by molding them into the shape and structure of its students. To understand the classroom diversity and optimize their holistic development, the team in the year 2022-23 redesigned its policy for assessing the students in the category of advanced and slow learners.

Following special activities are conducted for diverse learners:

1. Red -Advanced Learners - Above Average

- Guiding the students for MBA entrance exams CET/CAT, UPSC/ MPSC, IBPS, and other competitive exams, especially for Third year students.
- Enroling them as leaders in extension activities and encourage peer- peer learning.
- Participation in Research Conventions,Certificate Courses and Workshops.
- Involve them in organizing events.

2. Blue- Less Advanced Learners - Average

- **Participation in Certificate Courses , Workshops and Seminars**
- **Involve them in organizing events.**

3. GreenSlow Learners - Below Average

- **Remedial lectures / extra lectures/ Bridge Courses. are on the subjects in which the students.**
- **Bilingual explanation is imparted to the slow learners after the class for better understanding.**
- **Conducting formative and summative tests to identify their errors and rectify it.**

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/2.2.1-Sample-Report-Final-Merged.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
5423	126

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

The teaching-learning process is a core part of the college/institution with 2022-23 as the year of change. We infusedboth traditional and modern methods to create the student-centric learning experience.

PARTICIPATIVE LEARNING:

- **Flipped classroom:** This method helps teachers to prioritize active learning during class by assigning learners to lecture materials and presentations for making the class productive and engaging.
- **MindMaps:** The teacher creates acentralnode on a MindMap and provides learners with the freedom to expand and develop ideas.
- **Group Discussions:** Groups are formed and a topic is given related to the latest events or the curriculum and learners are asked to give their views or opinions about it.
- **Group Presentation:** The objective of this presentation was to think creatively and to teach them to coordinate among the team.
- **Poster Making:** Present the poster about any topic with an innovative style.

EXPERIENTIAL LEARNING

- Learners are encouraged to take up innovative projects and assist teachers in conducting surveys..
- Learners are also encouraged to participate in research conventions.
- Engaging Learners in fieldwork for social awareness campaigns like swachh bharat abhiyan, making ecofriendly visarjan kund, Tree plantation, visit old age homes etc
- Management games and Case studies are alsoconducted.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/2.3.1-Industrial-visit.pdf

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

We believed in not only mastering ICT skills, but also utilizing ICT to improve teaching and learning is of utmost importance for teachers in performing their role of creators of pedagogical environments. Being well equipped with the help of training programs, faculties used various tools for e-content development and sharing. E-content so developed was based on Four Quadrant Model, and tools used were kinemaster, OBS, PPT with voice-over, Mind maps, Jamboards, Pear Deck, Poster my Wall etc

Following are key highlights of the ICT ecosystem available in the institute.

- **The institute have made available the equipment like computers, laptops, Multimedia Projectors, Android Projectors, Android screen, Wi-Fi, LAN connected system and also well-equipped computer lab.**
- **The laboratory, Auditorium, and other conference Room are well equipped with ICT facilities.**
- **Learners are asked to prepare PowerPoint presentation or teaching them to create online videos or online survey (google forms).**
- **The Open educational Resources are made available**

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

126

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

30

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	**No File Uploaded**
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)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

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

853

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 examination committee makes sure the changes in the examination system don't pose any barrier to its students, parents and teachers, thereby delivering the details through orientation programs even for second-and third-year students each year, the inclusion of tentative schedules of examination in the academic calendar, holding parents teachers' meeting, displaying information on the website, notice boards, students' app and WhatsApp group with an intention to reach out to all the students. Teacher's training programs too were conducted especially while preparing teachers for NEP to be implemented in the upcoming academic year.

A brief outline of the mechanism at the institute level is highlighted below-

1. Staff meetings are conducted periodically to review the evaluation process.

2. Display term work marks at the end of each semester for students' information on their app to save paper before final printing and also deal with students' grievances if any.

3. Model Answers, marking scheme, rubrics and level of difficulty are prepared by every subject teacher before evaluation.

4. The subject teacher briefs the students in the classroom about their attendance and performance in the internal examinations.

5. Learners are free to interact with the teacher to resolve grievances if any, regarding assessment.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/2.5.1.pdf

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

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. The institution has a regular Unfair Means Inquiry Committee.

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 submitting a grievance. There is provision of complaint and suggestion box.

3. Receipt of Photocopy of the internal examination sheet: Provision for photocopy of answer sheet is made available on request and application of the student.

The key areas are listed below-

1) Time-table: The time-tables of all examinations are displayed on the Notice Board at least 15 days prior to the examination.

2) Moderation: Moderation rules are adhered for all examination.

2) Revaluation: Within stipulated time as given by University Circulars, displayed in the Notice Board, students can apply for photocopy of the answer paper for all theory, practical and internal examinations.

3) Results : The results are declared within 15 days.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/2.5.2-Mechanism-to-deal-with-internal-examination-1.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.

At the forefront of academic excellence, our institution diligently ensures that programme and course outcomes for all academic offerings are not only clearly stated but are also prominently displayed on our institute website, providing a transparent and accessible framework for prospective and current learners, as well as faculty members.

During the orientation program, program wise and course wise outcomes are conveyed by co-ordinators.

In line with this, a comprehensive orientation program is meticulously designed by IQAC for its faculty members to educate them regarding these well-defined educational benchmarks, thus fostering an environment of shared understanding and commitment to achieving the set goals. Additionally, educators are encouraged to intricately weave the specified outcomes into their lesson plans, affirming that the curriculum delivered in each class is purposefully aligned with the institution's overarching academic aspirations.

This further flows down to learners in their classroom by the subject teacher.

This systematic communication strategy guarantees that every stakeholder within our educational community—whether it be a faculty member or learner is fully informed and working in concert towards the common objectives that underscore the excellence of our academic programs.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/2.6.1-Programme-Outcome-2022-23.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 the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) is a systematic process undertaken by educational institutions to evaluate whether these objectives are being achieved. This assessment is collectively carried out by the Internal Quality Assurance Cell (IQAC), the Examination Committee, and the Department Head.

The evaluation methods are divided into two categories: Direct

Methods, which carry an 80% weightage in the final assessment, involve evaluating students' knowledge and skills through continuous internal assessments and semester examinations. The steps taken in direct methods include defining the POs, PSOs, and COs by IQACNext, a matrix is established to articulate the correlation between COs and PO/PSOs which varies for each course. The CO assessment, which includes both internal and external evaluations, follows a 25:75 weightage for the final CO attainment. Indirect Methods account for 20% of the final assessment, where feedback is gathered through an exit survey from graduates. This survey contains a questionnaire designed to indirectly measure the attainment of POs and PSOs. This combination of direct and indirect assessment methods forms a comprehensive approach to evaluating educational outcomes.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/2.6.2-CO.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

1057

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	https://sdsmcollege.in/wp-content/uploads/2024/02/2.6.3-Result-Analysis-Website.pdf

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://sdsmcollege.in/wp-content/uploads/2024/02/2.7.1-students-satisfaction-survey-2022-23.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)

1115000

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

7

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

3

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	https://mu.ac.in/notifications-2/research-proposal-for-scheme-of-rajiv-gandhi-science-and-technology-commission

3.2 - Innovation Ecosystem

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

To create an ecosystem for innovation wherein creation and transfer of knowledge lay the foundations for future , the IQAC undertook following initiatives during the academic year -

1. Strengthening of Innovation Centre: With help of financial support from NGO's, Management and Companies under CSR the existing Centre of Excellence and Innovation undertook various activities such as providing research projects to students under mentorship program, conducting seminars and workshops, organizing research competitions etc.
2. Industry Colloboration: Industrial collaborations with companies like Apollo Ingredients Pvt ltd, Apollo Nutritions, Lupin, Eco villages etc have been carried out to bridge industry research gaps. Experts have been invited to provide real- life experiences
3. Support Entrepreneurship: The institution offered entrepreneurship courses, workshops, and mentoring to students interested in starting their own ventures. Provided guidance on business planning, funding strategies, and networking opportunities. Organize pitch competitions and startup events to showcase and support student and faculty-led ventures.
4. Promote Intellectual Property (IP) Protection: The team made efforts to educate faculty and students about the importance of intellectual property rights and provide guidance on patent filing, copyrights, and trademarks. Created an IP policy that protects and incentivizes innovation within the institute.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/3.2.1-Avishkar-Report-2022-23-compressed.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

11

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

8

File Description	Documents
URL to the research page on HEI website	https://sdsmcollege.in/wp-content/uploads/2024/02/3.3.1-Ph.D.-Recognition-letters.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

`10`

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

`41`

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	https://sdsmcollege.in/wp-content/uploads/2024/02/3.4-Extension-Activities-NCC-NSS-DLLE-2022-23_11zon.pdf
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

34

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

74

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

4584

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

29

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

16

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 criterions 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://sdsmcollege.in/wp-content/uploads/2024/02/4.1.1-.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://sdsmcollege.in/wp-content/uploads/2024/02/4.1.2-Sports-Cultural-Facilities.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	[https://sdsmcollege.in/wp-content/uploads/2024/02/4.1.3.pdf](#)
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)

360.98

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)

Blending tradition with technology to meet the diverse needs of various generations the key functionalities in stream of ILMS is enumerated as below-

- SOUL Software Introducing the cutting-edge Integrated Library Management Software (ILMS), powered by SOUL Software Version 3.0, is a complete solution that modernizes library operations and provides an unrivalled user experience. This comprehensive suite of tools is designed to streamline the management of library resources while offering intuitive access for users both on-site and online.
- OPAC Expanding the reach of library services, our software includes a Web OPAC (Online Public Access Catalogue) This web-based platform features an advanced, yet approachable, search functionality that ensures a seamless discovery experience, virtually bringing the library's shelves to users' fingertips.

- Mobile Friendly- Mobile integration is no longer optional in today's on-the-move society, which is why we proudly present the SOUL m-OPAC. This mobile-optimized aspect of the software ensures that the full power of the library's catalogue, user account management, and resource reservation services is accessible on any smartphone or tablet, offering ultimate convenience and connectivity to users.

Website Lastly, we facilitate direct and hassle-free access to your library's universe of resources with a seamlessly embedded Library Website Link.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	https://sdsmcollege.in/wp-content/uploads/2024/02/4.2.1-Weblink-.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	View File
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)

20.335

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

11.35

File Description	Documents
Any additional information	View File
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	https://sdsmcollege.in/wp-content/uploads/2024/02/4.3.1-IT-Infra-Details.pdf

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	**No File Uploaded**
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)

165.17

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://sdsmcollege.in/wp-content/uploads/2024/02/4.4.2-Infrastructure-22-23-1.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

1870

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

1870

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://sdsmcollege.in/wp-content/uploads/ 2024/02/5.1.3-Capacity-Building_11zon.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

760

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

500

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

39

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	**No File Uploaded**
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

535

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	**No File Uploaded**
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

8

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.

72

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)

The institution embodies a storied tradition of fostering student representation and engagement, integral to the holistic development of the learners it moulds. Through an established Student Council that operates within the frameworks of our governance, student voice is not merely heard but reverberates through the corridors of decision-making. With a myriad of organizational roles available, students elevate from participants to leaders, coordinating diverse community programs that benefit the local and wider populace. The Council serves as the crucible for leadership development, ensuring that student organizers are not only at the helm of co-curricular and extracurricular initiatives but also hold significant representation on various academic and administrative bodies within the institution such as IQAC, CDC , WDC etc. This commitment to embedding student perspectives within our governance ensures that our activities resonate with the needs and aspirations of future generations , while also honouring the established processes and norms that have stood as the institutional pillars throughout our cherished history. Through this synergy of tradition and student-led innovation, our institution continues to champion the spirit of inclusive education and community service, creating not just

graduates, but leaders well-equipped to contribute to society at large.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/5.3.2.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

97

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 at our institution serves as a vital link, bridging the past with the present, and plays an indispensable role in fostering the continuous growth and evolution of our academic community. Comprised of an engaged and committed network of former students, our Alumni Association is a testament to the enduring connections and shared values that are cultivated within our institution's halls. Through their generous participation in various Corporate Social Responsibility (CSR) activities, the association not only reinforces our collective commitment to social stewardship but also sets a sterling example of civic engagement and philanthropy for our current students to emulate.

Moreover, the Alumni Association is instrumental in motivating existing learners by sharing invaluable experiences and insights of their diverse professional journeys. The concerted support of our alumni, whether through mentorship or material contributions, substantively enhances the resources, opportunities, and aspirations within our institution, ensuring a tradition of excellence and community service that extends well beyond academics.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/5.4.1-Alumni-Report.pdf
Upload any additional information	View File

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

The governance of the institution is structured and operated in a manner that reflects and supports its vision and mission. It aligns its operation to match the vision and mission.

1. Governing Body: The board includes members who understand and are committed to the institution's mission of empowering rural communities through education. They oversee the development of infrastructure and facilities that support this mission, ensuring that resources are allocated efficiently to benefit learners, staff and the local community.

2. Leadership Team: The leadership team is dedicated to providing quality education that is inclusive and equitable, aligning with the institution's mission. They prioritize academic excellence and holistic development, fostering a culture of innovation and sustainable development in line

with the institution's vision. IQAC plays a pivotal role here.

3. **Committees and Task Forces:** Committees and task forces are established to support research, innovation, quality sustenance, community engagement, cultural heritage preservation, and global citizenship initiatives.
4. **Stakeholder Engagement:** The governance structure facilitates stakeholder engagement, ensuring that the voices of students, faculty, staff, alumni, and the local community are heard and considered in decision-making processes.
5. **Policies for holistic development** – The institute's plans and practices ensure stakeholders strive towards enhanced participation in various activities.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/6.1.1-SOP.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.

At our institution, effective leadership is not merely a concept but a tangible reality observable in the various institutional practices that have been meticulously developed and refined. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in this ecosystem, fostering a culture of excellence by spearheading various committees dedicated to continuous improvement. To cite Centre of Innovation and Excellence, Science Association, Cultural Committee, Extension Committee, Research and Publication Committee. By embracing the principles of decentralization, we have created a dynamic environment where decision-making is distributed and participative management is the norm, ensuring that all voices are heard and valued. Our committed approach is encapsulated in our extensive employment of quality circle opinion polls, which serve as a barometer for organizational health and an instrument for inclusive consultation. This methodological inclusion of staff and faculty feedback directly into the decision-making process stands testament to our unwavering commitment to collaborative progress and exemplary institutional leadership.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/6.1.2-Committees.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

At the core of an institution's strategic vision and operational effectiveness lies the Integral Quality Assurance Cell (IQAC), which plays a pivotal role in fortifying its foundation through conscientious deployment of the strategic/perspective plan. By embedding itself across various committees, the IQAC ensures that the institutional objectives are consistently aligned with the strategic milestones set forth by the administration. For instance, implementation of NEP 2020 aiming to enhance its research capabilities incorporates the IQAC into committees for research, curriculum, and faculty development, thereby enabling a quality-centric approach to institutional advancement. Another example of this systemic approach is the incorporation of quality circle opinion polls, where feedback from stakeholders at all levels is gathered, analysed, and utilized to refine strategies or processes. This participatory model fosters a culture of continuous improvement, drives institutional excellence, and ensures that the strategic plan is not merely a document, but a living ecosystem dynamically advancing the institution's mission.

By emphasizing a culture of constant evaluation and feedback, the IQAC ensures that the strategic plan is not just a document, but a blueprint for sustained institutional success.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/6.2.1.pdf
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc.

The effective functioning of the institute is represented through the organogram and implementation of t various policies, their comprehensive administrative setup falling under the umbrella of various circulars, notifications of governing bodies i.e. UGC, Maharashtra Public Universities Act 2016, University of Mumbai and Sonopant Dandekar Shikshan Mandli. Apart from the CDC and IQAC to strengthen and smoothen the administrative setup various policies and procedures are laid down.

For instance, the establishment of a robust Research Policy ensures that scholarly activities are conducted with the highest integrity and intellectual rigor, guided by a clear framework that empowers and incentivizes faculty, while simultaneously protecting the interests of the institution.

Similarly, the formulation of an Environmental Policy illustrates the institution's commitment to sustainability and responsible stewardship of resources, highlighting not only an ethical standpoint but also an alignment with contemporary global standards.

Administrative efficiency is further underscored by the structured procedures of the Purchase Committee, whose transparent and accountable operations ensure the availability and procurement of quality resources, fostering a reliable and cost-effective supply chain.

These cohesive components, when integrated within an institution's operational models, testify to a well-oiled mechanism that prioritizes professional conduct, transparency, and accountability across all levels of governance.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/6.2.1.pdf
Link to Organogram of the institution webpage	https://sdsmcollege.in/aqar/
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance

A. All of the above

and Accounts Student Admission and Support Examination

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 institution has established a range of welfare initiatives aimed at nurturing the welfare and career advancement of its staff, both academic and administrative.

1. Healthcare Facilities: The institution provides extensive health insurance, routine medical screenings, and healthcare access for staff, including paid maternity leave for female employees. 2. Professional Development: Teachers and staff are encouraged to partake in continuous education and improve their skills through access to workshops, seminars, and financial support for further education. 3. Employee Assistance Program: A confidential counseling service is available for employees, along with mental health support and resources to help them navigate personal issues.

4. Retirement Benefits: The institution offers robust retirement and pension plans to ensure long-term financial stability for employees post-retirement.

5. Recreational Facilities: Staff have access to various recreational amenities, including sports facilities, gymnasiums, and clubs to support their physical and mental health. 6. Staff Engagement Programs: A series of staff-focused events, cultural festivities, and team-building activities are conducted to cultivate a strong communal bond and a sense of belonging among employees. 7. Loan Facilities and Assistance: The college provides monetary assistance through low-interest loans for staff in need, particularly during emergencies or for personal projects,

facilitated through pat pedhi.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/6.3.1_11zon.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

101

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	**No File Uploaded**
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

62

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	**No File Uploaded**
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 for both teaching and non-teaching staff aims to support professional growth and excellence through a fair and transparent process. The key features are:

Prepared by: The institute has a well-documented format for performance appraisal for both aided and unaided staff drafted by IQAC and approved by the CDC.

Criterion: It includes clearly defined performance criteria aligned with the institution's goals, objective data-driven evaluations, 360-degree feedback from various stakeholders, and a mechanism for employees to appeal their appraisal results.

Communication: The same is made available to the staff within the first 3 months of the academic year to ensure it serves as a road map in their professional journey. Further continuous dialogue is encouraged through regular feedback sessions with department heads, where employees can discuss performance and development.

Custody: The documents remain in the custody of the managing committee to maintain its confidentiality.

Appeal Mechanism: There is a fair and transparent appeal mechanism for employees who wish to challenge their appraisal results.

This comprehensive system is designed to cultivate a high-performance culture within the institution.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/6.3.5-Staff-Manual-Final-2022-2023.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

The internal audits are meticulous, encompassing evaluations of operational efficiencies and adherence to internal controls, while the external audits provide an independent verification of the institution's financial statements and compliance with statutory and regulatory requirements. Notably, the final audit that incorporates all findings is critical in ensuring financial integrity. Statutory audits are conducted to scrutinize compliance with laws and statutes, ensuring that the institution is upholding

its fiduciary responsibilities. Special attention is given to the management of CSR funds and scholarships, ensuring these are used in accordance with their intended purpose and donor stipulations. Additionally, the institution undergoes audits of funds received from various bodies, confirming that these resources are deployed effectively towards advancing institutional aims. Any objections or discrepancies highlighted during these audits are addressed through a robust mechanism, involving a step-by-step review and rectification process, aiming for resolution within the shortest possible timeframe, presumably before the commencing of the subsequent audit cycle. This systematic approach underscores the institution's commitment to financial propriety and the diligent governance of its resources. An internal auditor and technical guides acts as yardstick.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/6.4.1-Audited-statement.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)

4.77111

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 Resource Mobilization Policy outlines a structured financial management system for an academic institution, with funding primarily derived from government and management. The policy centres on the institution's goals, emphasizing quality,

accountability, and transparency in financial matters. Strategic oversight is provided by the College Development Committee and the Internal Quality Assurance Cell (IQAC), ensuring that funds are effectively allocated to build a holistic environment. Budget preparations for the upcoming academic year involve several committees and key personnel, including the Principal and IQAC coordinator, who submit their financial needs. Based on these proposals and advice from both the principal and management, the CDC (College Development Committee) crafts an annual budget estimate. Most significant financial decisions are subject to approval by the Governing Body. The institution is described as a centrally managed non-profit entity, assuring that generated income is reinvested within the establishment itself. The management actively supports various programs and events through financial backing. Student-related activities, including extracurricular pursuits, receive adequate funding for sports and cultural events to flourish.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/6.4.3-Audited-Statement.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 plays a pivotal role in the sustenance and enhancement of quality and the year 2022-23 marked the year of change and revisions. As a driving force, it establishes quality benchmarks that serve as a target for the institution's academic and administrative activities, ensuring continuous improvement.

By systematically collecting feedback from various stakeholders, including learners, faculty, and employers, IQAC critically analyses the areas that require improvement and thus drives the institution towards excellence. To cite internship and skill development activities were upsurged to ensure learners are industry ready.

Furthermore, IQAC encourages the formation of quality circles—small groups that address specific areas of improvement,

fostering a culture of quality within the institution. Through these circles, the institution identifies innovative practices and implements them effectively across various departments.

Moreover, IQAC promotes flexibility and autonomy in different operational areas, empowering departments to make decisions and take actions that are aligned with the institution's quality benchmarks. This flexibility ensures that the institution remains dynamic and responsive to the changing educational landscape, thereby maintaining its commitment to quality sustenance. To cite it was proposed to form a Quality Sustenance Committee in the upcoming academic year and ensure effective implementation of NEP 2020.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/6.5.1_11zon.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 institution commits to continuous improvement and excellence in its educational delivery, which is evident through its rigorous review mechanism facilitated by the Internal Quality Assurance Cell (IQAC).

This systematic process pivots on regular feedback gathered from a diverse array of stakeholders—students, faculty, and industry experts—to refine and enhance the teaching-learning paradigms.

In line with this pursuit, the IQAC orchestrates half yearly departmental presentations fostering an atmosphere of transparency and accountability where departments can showcase their progress and engage in constructive discourse.

Various RUBRICS for activities like poster making, group presentations, project reports etc were implemented, ensuring standardized evaluation of pedagogic strategies and learning outcomes.

Moreover, the institution embraces the principles of Open

learning, thereby expanding the educational canvas to accommodate flexible, learner-centric approaches. This adaptability is further strengthened by a comprehensive program of trainings for faculty, catalyzing their professional development and keeping them abreast of the latest educational methodologies. Eg In collaboration with GAD TLC FDP program on E-content development was organized.

The culmination of these efforts is systematically archived by the IQAC, making certain that the trajectory of incremental improvement is meticulously documented and serves as a roadmap for future initiatives.

File Description	Documents
Paste link for additional information	https://sdsmcollege.in/wp-content/uploads/2024/02/6.5.2.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)	B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://sdsmcollege.in/wp-content/uploads/2024/02/6.5.3-23-mb_11zon.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	No File Uploaded
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

The institute is dedicated to empowering women through education and emphasizes its holistic development.

It has implemented policies aimed at creating a gender-balanced environment and has a strict policy of zero tolerance toward bias and sexual harassment, which is reflected by the absence of reported cases in these matters.

It has established several preventive measures and grievance mechanisms, including an internal complaint committee, anti-ragging cell, and student grievance redressal cell, with information provided to learners through orientation sessions and accessible manuals in the library.

It maintains a surveillance network for the security of the learners and staff, with live monitoring accessible to the Principal and key management authorities.

Additionally, a suggestion and complaint box, called 'Sakhi,' has been installed and self-defence programs have been conducted.

Among the initiatives are activities that cover topics such as domestic violence, financial literacy, and sensitization towards the LBGTQ community, expressed through street plays and poster competitions, talk shows, films and seminars addressing sexual harassment laws and remedies. Additionally, the institute produced a documentary focusing on women's empowerment.

It also initiated creating awareness about the third gender i.e transgender conducting various sessions, and revising its documents with the inclusion of transgender in its administrative records.

File Description	Documents
Annual gender sensitization action plan	https://sdsmcollege.in/wp-content/uploads/2024/02/7.1.1.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://sdsmcollege.in/wp-content/uploads/2024/03/Additional-information.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-based energy conservation Use of LED bulbs/ power efficient equipment	A. 4 or All of the above

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

On campus, solid waste management involves the efficient handling of organic waste through the strategic placement of distinct containers to facilitate the initial separation of biodegradable, non-biodegradable, and electronic waste.

Dedicated team prioritize the reduction of waste and ensure that it is collected daily from bins and relocated for processing into manure.

The organization conducts regular training and programs to educate about proper waste disposal techniques.

Furthermore, the campus reuses single-sided paper for writing and printing tasks, and ensures that sensitive documents are shredded and recycled after their use has expired.

Recyclable materials such as metal, wood, glass, and plastic collected from various parts of the campus are sold to scrap dealers for recycling. It also actively encourages the reduction of plastic usage through visible signboards and posters. To handle sanitary waste, sanitary pad incinerators are installed.

The liquid waste is handled by connecting to the municipal sewage system, ensuring all water fixtures are leak-proof, and conserving water. In terms of electronic waste (e-waste), responsibility is delegated to individual departments and offices to collect and safely dispose of various types of electronic waste, such as CDs, batteries, and fluorescent bulbs.

For chemical waste from laboratory, SOP's are followed.

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	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

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	**No File Uploaded**

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

A. Any 4 or all of the above

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	No File Uploaded

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	No File Uploaded

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 Institute is committed to fostering diversity and communal harmony through various cultural activities. Here is a summary of a few highlighted events:

1. Adivasi Day: Celebrated annually on August 9 the teamshowcase the Adivasi community's culture with traditional dance performances and presentations about their lifestyle.

2. Gurupoornima: On this day, learners express gratitude toward their teachers by sharing thoughts on their teachings and the impact of these lessons on their lives.

3. Hindi Diwas & Marathi Bhasha Diwas: Activities include a Poster Making and Elocution Competition themed "Hindi – Meri Bhasha Mera Swabimaan," aiming to empower learners to articulate their pride in the national language. Additionally, there is a Maharashtrian food-themed day and learners don traditional attire.

4. Garba Day is organized by a cultural committee which aims to foster unity and tolerance among diverse communities.

5. Traditional Day is an event that celebrates India's cultural wealth, where individuals representing the state or culture of their choice are welcomed.

Additionally, the celebration of various festivals including Christmas Day, Buddha Purnima, Baisakhi, Onam, EID, Shiv Jayanti etc., underscores the commitment to the ideals of a secular state by honoring the diversity of religious and cultural practices.

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	**No File Uploaded**

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

The institute has proactively implemented a variety of programs

and events to foster responsibility and constitutional awareness among its stakeholders. The institution places a high emphasis on the constitutional obligations, values, rights, duties, and responsibilities of citizens. With the integration of the programs on Human Rights & the Indian Constitution and the Democracy, Elections & Good Governance it is dedicated to educating individuals on the importance of civic knowledge. It also pays tribute to Indian social reformers, freedom fighters, Soldiers, Kargil warriors, and Indian Defence services through its NCC and NSS departments.

Constitution Day is observed with a public recitation of the preamble, and the college ensures that constitutional values are prominently displayed on campus. Additionally, to promote electoral participation, the institute arranged special programs for voter list enrollment and election awareness.

It also strives to create awareness of climate change and the need for maintaining biodiversity. Zero chemical food awareness campaigns also form an integral part.

Anti-tobacco and drug abuse campaigns are conducted.

Safety protocols for COVID-19 and other communicable diseases continued.

In summary, the institute actively engages in educational initiatives aimed at developing responsible, constitutionally-aware citizens, facilitated through a broad spectrum of courses, lectures, and social awareness programs.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://sdsmcollege.in/wp-content/uploads/2024/02/7.1.9_11zon.pdf
Any other relevant information	https://sdsmcollege.in/wp-content/uploads/2024/02/7.1.9_11zon.pdf

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	A. All of the above

There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff   4. Annual awareness programmes on Code of Conduct are organized

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

The institute being one of the oldest institutes in the Palghar district upholds the commitment towards creating sensitization amongst stakeholders promoting national integration and civic sense.

? World Environment Day is celebrated to raise awareness about environmental conservation, with rallies and tree plantation activities.

? International Yoga Day on June 21 features both theory and practical sessions on yoga and includes certificate courses.

? Independence Day and Republic Day is observed with flag hoisting and speeches on patriotic themes.

? Gandhi Jayanti is marked with remembrance of Gandhi's principles through various activities including rallies and competitions.

? Constitution Day is commemorated with events like elocution and quizzes to educate learners about their constitutional duties and significance of the day.

? For HIV/AIDS awareness, volunteers organize rallies and a week

of activities in collaboration with Red Ribbon Club.

? Human Rights Day, observed on December 10th, involves various activities to promote awareness and address issue of inequality and discrimination against various marginalized groups.

? It organizes Voter ID camps to assist learners in obtaining their voter identification, thereby empowering them to exercise their voting rights.

? International Women's Day is celebrated on March 8th to recognize and honour their contributions

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	No File Uploaded

7.2 - Best Practices

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

The "Best Practice I - Preserving Biodiversity: A Campus Initiative" outlines a detailed approach to combating the risks posed by climate change. The initiative sets out to preserve biodiversity on a campus, with twin objectives: first, to identify, name, and digitally record the various forms of flora and fauna found within the campus, and second, to raise awareness about biodiversity among stakeholders through various educational programs. In practical terms, the campus spans 12 acres, presenting a rich environment to maintain diverse flora and fauna. The project has achieved notable success in its efforts to document local biodiversity, recording 30 butterfly species, 33 bird species, and 60 plant species on the campus.

Best Practice II - Fostering a Culture of Research and Innovation.

The practice outlined focuses on nurturing a culture of research and innovation in alignment with India's National Education Policy 2020. It aims to foster a research-centric educational approach,

stimulate collaborative work, reinforce knowledge exchange, cultivate students' innovation and problem-solving capabilities, and elevate the institutions' research status. As evidence of the institute's notable achievements including a Zonal Championship and a Gold Medal at an Inter-University State Championship, along with representation at the Anveshan National Research Convention.

File Description	Documents
Best practices in the Institutional website	https://sdsmcollege.in/wp-content/uploads/2024/02/BEST-PRACTICES-2022-23_11zon.pdf
Any other relevant information	https://sdsmcollege.in/wp-content/uploads/2024/02/BEST-PRACTICES-2022-23_11zon.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

Over the past 50 years, the Institution has distinguished itself by striking a harmonious balance between preserving cultural roots and embracing the needs of the present generation, all while striving for holistic development. With a deep commitment to its cultural heritage, the Institution has actively preserved local traditions through a variety of events, workshops, and seminars celebrating the region's art, music, and literature.

Community engagement has been a cornerstone of the Institution's ethos, as it actively collaborates with the local community on projects that benefit society. Through outreach programs, health camps, and skill development workshops, the Institution has made a tangible impact on the community, uplifting its members and fostering a sense of unity.

Furthermore, it has championed research and innovation, encouraging a culture of curiosity and inquiry among its students and faculty. It supports research projects that address local challenges and contribute to the advancement of knowledge. It has 3 patents to its credit.

Additionally, the Institution has been a trailblazer in promoting environmental sustainability, implementing green practices on campus and raising awareness about environmental issues. From green spaces to solar panels and waste management systems, it has

set an example for others to follow.

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

The year 2022-23 witnessed drastic changes in teaching quality enhancement prioritizing inclusive education. The team envisaged the following key areas of action:

1. Effective Implementation of NEP 2020

2. Filing of SSR

3. Establishment of Quality Sustenance Committee.

4. Infrastructure enhancement to support quality education and holistic development of

learners.

5. Seeding research and innovative practices amongst its stakeholders.

6. Adoption of Open Learning Resources and development of E-Content.

7. Digitalization of records and efforts towards the creation of ABC.

8. Enhanced Industry and Foreign collaborations.

9. Initiatives towards fostering local farming community through celebration and wider

dissemination of India's effort in celebrating, the" International Year of Millets"

10. Initiatives towards awareness of Climate Change and India's commitment to net zero

emissions.