Yearly Status Report - 2018-2019

Part A	
Data of the Institution	
1. Name of the Institution	**SWAYAM SIDDHI MITRA SANGH COLLEGE OF EDUCATION**
Name of the head of the Institution	**Dr. Rauf Pathan**
Designation	**Principal(in-charge)**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**02522249191**
Mobile no.	**9820518957**
Registered Email	**swayamsiddhimitrasangh@gmail.com**
Alternate Email	**arundhati435@gmail.com**
Address	**Sonadevi Compund, Near Octro Naka, Kalyan Bypass, Bhiwandi.**
City/Town	**Bhiwandi**
State/UT	**Maharashtra**
Pincode	**421302**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Women**
Location	**Urban**
Financial Status	**Self financed**
Name of the IQAC co-ordinator/Director	**Ms. Sanjudevi Yadav**
Phone no/Alternate Phone no.	**02522249191**
Mobile no.	**8600333955**
Registered Email	**swayamsiddhimitrasangh@gmail.com**
Alternate Email	**sanju86001985@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://www.swayamsiddhieducation.info/copy-of-aqar

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.swayamsiddhieducation.info/academic-calendar

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**B**	**2.02**	**2016**	**05-Nov-2016**	**04-Nov-2021**

6. Date of Establishment of IQAC	**15-Jun-2013**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
To discuss the curricular	**30-Jul-2018**	**8**

and extention activities in the coming session.	1	
To encourage faculty to member to apply for Ph.D.	04-Aug-2018 1	2
To encourage faculty to deliver lectures with the help of ICT.	18-Aug-2018 1	8
To assign duties for committees to organize those activities	25-Aug-2018 24	3
To plan scheduled for CET Entrance test.	08-May-2019 3	25
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2019 0	0
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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	[View Link](#)
10. Number of IQAC meetings held during the year :	**1**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	[View Uploaded File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

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

To discuss the curricular and extention activities in the coming session.

To encourage faculty to member to apply for Ph.D.

To encourage faculty to deliver lectures with the help of ICT.

To assign duties for committees to organize those activities.

To plan scheduled for CET Entrance test.

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

Plan of Action	Achivements/Outcomes
Organization of different curricular and extension activities for the coming session were discussed and the nomenclature of most of committees remain same	Through Admission Committee students achievement in UG course and CET examination was scrutinize and student counselling help to increase the number of enrollment for B.Ed course. College development committee plan for academic and infrastructure development of an institution. CoCurricular committee plan various cultural activities festivals, field trips, sports day etc.
Principal encouraged faculty members for Ph.D Programme.	Faculty appeared for PET Examination and faculty with NET, SET registered for Ph.D.
To encourage faculty to deliver lectures with ICT	One day workshop was conducted for faculty members which included topics like Microsoft office, Use of OER and educational website on the basis of this, faculty member Conducted workshop for the students.
To assign duties for committees to organize those activities.	Mr. Amol kapadnis conducted workshop on Microsoft office than Mr. Vishal Sonakamble conducted workshop on power point presentation and Rizwana shaikh use of OER and analysis of website.
To plan scheduled for CET Entrance test.	It motivated to appear for CET exam and most of them got admission for B.Ed Course.
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14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes

Year of Submission	**2019**
Date of Submission	**09-Jan-2019**
17. Does the Institution have Management Information System ?	**No**

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Part B

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CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

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

Swayam Siddhi Mitra Sangha College of education is affiliated to is SNDT Women's University, Mumbai. We follow the syllabus designed by BOS of SNDT Women's University. The following is a list of the institution's well-planned and documented procedures for ensuring effective curriculum delivery: • Before the start of the academic year, IQAC creates the Annual Academic Calendar in accordance with the university calendar. Before starting the session college academic committee conduct a meeting and prepares academic calendar by the help of all teaching staff and Principal of the college. Time table is also prepared according to . Syllabus and topics allotted to all faculty members. • To meet course requirements, college academic committees create broad guidelines and frameworks. Throughout the session, the staff council, in conjunction with the college's academic timetable and work load committees, provides direction and regularly monitors its effectiveness. In order to make the teaching and learning process more learner-cantered, conventional classroom teaching is combined with responsible use of ICT. and activity base learning. • Classroom teaching is supplemented with seminars workshops, special lectures, group discussions, departmental quiz, presentation by the students for effective delivery of curriculum, which is done in a planned manner. • The college encourages faculty members to attend orientation courses, workshops and paper presentation in seminars conducted by the affiliating and other universities for acquiring necessary skills for effective transaction of the curriculum. • Medium of instruction English, Marathi and Hindi, to cater the needs of multilingual classroom. • After planning entire activities. An orientation programme is organised to notify the students to understand the entire academic process of the college. Through a variety of activities, the institute also provides students with an environment in which they can develop their social skills, cooperative skills, leadership qualities, and professional competitiveness. • The Institute encourages the faculty members to use an interactive and participatory approach in the transaction of curriculum. Lectures begin with a few review questions based on previous knowledge. During the lecture, questions are asked to enable trainees to participate with examples or their perspectives. Student- teachers are given the opportunity for clarification, reexplanation, or sharing their view. • Faculty prepare question bank for the students and university sample papers are kept in the library for reference. The library helped the trainees to acquire books for their practicum as well as their theory papers. The librarian along with her assistant made the references available for different topics. • Records of trainees' assignments, lesson plan files and internship files are maintained. A record of written reports of all activities conducted throughout the year such as work with the community, celebration of days, are also maintained. • Practice tests are conducted by the college, oral feedback is given to the students. All their doubts are cleared by concern teachers. College organizes students

presentations, group discussions, quizzes, action research, and other activities as part of internal assessment. for expanding the students' knowledge. The academic committee collects regular feedback from students, and teachers, for the purpose revision.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
NIL	NIL	Nil	00	NIL	NIL

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	NIL	Nill
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Nill	NIL	Nill

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

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
NIL	Nill	0
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	EDUCATION	62
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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

Feedback Obtained
Feedback is a crucial component of both successful learning and development as well as effective learning. It provides students with clear instructions on how to enhance their learning and aids in their comprehension of the material being studied. Feedback has a stronger and more consistent correlation with achievement than any other instructional practice. This connection holds true in any college setting, socioeconomic status, or grade. A students self-confidence, self-awareness, and enthusiasm for learning can all be enhanced by feedback. The sessions feedback can help students transition to higher education and support their retention. Manually gathered feedback was analysed, and action was taken. Feedback from the stakeholders of the institution drives all the academics and non academics. The stakeholders of the institution include the student, teacher. parent and community representatives, teacher educators, principal and the management. Feedback form has to sustain the institutional quality enhancement processes. Hence the effective feedback system is indispensable. The stakeholders are quite well informed, committed, participative, motivated and curious to provide valuable contributions through the constructive feedback mechanism. Students' interactions are utmost important they have final say in the matter of teaching learning process each feedback is valued significant and creditable this is because the information is ferly based on there curriculum activities. analysis of each input is done by the teaching faculty categorized, scrutinize most of the time is happened Likert scale measurement, closed ended questionnaire, are sought from the second-year students pursuing bachelor of education. Swayam Siddhi Mitra Sangh college of Education Bhiwandi, thoroughly reviews the curriculum for every academic year. The college maintains an IQAC as a quality consistency and quality enhancement measure. In Supervision of IQAC various committees reinforce the curriculum by incorporating updated information and Social issues. Periodical analysis is made by Academic council from the following: Students performance, faculty Performance in every semester, Utilisation of Infrastructure and requirements for quality enrichment The college collects the feedback on curriculum aspects and courses from different stakeholders such as the students, alumni, faculty and employers. Institution established academic council in order to ensure and analyse the academic excellence at student and faculty levels. Swayam siddhi College of Education encourages participatory practices through a variety of committees. Through these committees, prospective teachers and students can participate in the institutions quality assurance efforts by providing constructive feedback in written, and open-ended formats. Report is prepared by the head of the department and presented in the college development committee meeting, On the basis of suggestions given by the members action was taken. Feedback helped in assessment. The college collects the feedback physically from stakeholder's viz. students, parents and teachers on curriculum which is prescribed by the University. Alumni Surveys are conducted during alumni interaction at the alumni association meeting held every year. Whenever any Alumni visit the college, feedback is taken. The college follows a procedure of conducting written staff evaluations by student teachers annually. Performance appraisal of the staff is done by the expert educationist and self -appraisal forms are given to the faculty.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Eduction	100	110	63

2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	63	0	10	0	10

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
10	10	32	2	0	0

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

Mentoring system is introduced in our college of education for establishing a better and effective relationship between student -teachers and teacher educators, to continuously monitor, counsel and guide student- teachers in educational and personal matters. All teacher educators work as mentors for student- teachers allotted to them at the time of beginning of the year. Mentors help the Student- teachers who face psychological, social, educational, personal or emotional issues . The student – teachers must develop trust in their mentors. This is a continuous process. Mentors support the student teachers as and when required. The basic aim of student-teacher mentor-ship is as follows: To solve the problems of the student- teachers. To enhance teacher –student relationships. To enhance student -teacher's academic performance .and attendance. To increase the passing percentage of an institution. To monitor the student's regularity and discipline. To develop confidence in the students. To motivate student - teachers personal development. To open various career opportunities in the student- teachers. The IQAC had taken the initiative for giving the mentoring of student- teachers. Student-teachers who are enrolled from various streams and also according to their core subjects, they have various problems related to subject education. Student- teachers are divided into groups of 10-15 students. And every group is allotted a mentor and for the whole year that mentor will be mentoring the student- teachers. Mentors are expected to offer guidance and counseling as and when they are required. It is the practice of mentors to meet student- teachers individually or in groups. If a student-teacher is identified as having weakness in a particular subject, it is the duty of the mentor to apprise the concerned subject teacher. Remedial Classes' in identified topics. Various types of mentoring is done in our Swayam Siddhi Mitra Sangha's College of Education, which are as follows 1. Professional Guidance – Regarding professional goals, selection of career and higher education. 2.Career development – Regarding opportunities, morale, honesty, integrity required for career growth. 3. regarding assignment – Regarding attendance and submissions in the present semester and overall performance in the previous semester. 4. Personal Guidance: To student -teachers regarding adjustment and coping up with the course. Mentoring helped the institution in following ways: a) The attendance percentage of the student-s has increased to a greater extent. b) Rapport building with student- teachers. The internship program is also effectively monitored by the institute. The interns are far from the college during this internship, but the mentor and the staff use a variety of means to communicate with the teachers. in education Mentor also offers direction to cover up the actual classroom situation. By regularly contacting principal and school teachers, teachers collect feedback. The feedback is looked at by teachers, who use it to help students get better by giving them the support they need to become professional competitors. Additionally, the student- teachers communicate with their college instructors. Due to direct communication between mentor and the student-teachers, there was good improvement in student and faculty relationship.

Number of students enrolled in the	Number of fulltime teachers	Mentor : Mentee Ratio

institution		
63	9	1:7

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
15	10	5	2	1

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2018	NIL	Nill	NIL
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2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	109	sem	30/04/2019	25/05/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Swayam Siddhi Mitra Sangh, College of Education, Bhiwandi adheres to the academic time -table set forth on the basis of syllabus provided by the S.N.D.T. Women's University, Mumbai. Our college has set up the proper mechanism to reform initiatives for Continuous Internal Evaluation at the institutional level. The student-teachers are continuously assessed and evaluated by institutional mechanism of Continuous comprehensive evaluation. Assignment, Class test, Essay Writing is organized as per the guidelines of the university. Attendance is maintained as per rules of the university. lessons observation marks are communicated to the student-teachers and oral feedback is given on that. For essay type questions writing preparatory questions are given in advance and one question is selected for the final essay writing. Practice test Written papers are shown to the students and discussion is held. Feedback on assignments is given the mentors. Counselling is done to the weaker student-teachers. ICT is also use for evaluation internal assessment is computerized. Internal results are prepared and after discussion with the students for the betterment of the results, submitted to the examination department. As marking system fix by the university. we cannot make changes in that. As marking scheme is given as 60:40 by the university. Assignments are fixed for each paper and for each semester. Teacher guides the students for writing of assignments. We provide printed assignment booklets to the students. We give question bank to the students for practice. It helps students from exam point of view. We have certain group of students for internship and extra-curricular activities. The teacher observes and evaluate each and every activity of the student. Feedback is given immediately after observation of practice lessons: We encourage students to write over all reports of every activity which they have

participated. For participation of external exam university question papers are solved. We implement discussion methods in the classroom and students are encouraged to express their views on certain topics. For some theory papers presentation of assignment is compulsory. We observe different skills and enhancing competency skills and give feedback to individual students. Even peer feed- back system is also used for Continuous internal evaluation. The University sets the external examination schedule, which the students can view on a notice board. The student- teachers are informed in advance of any changes. 1. Each year, exams for university exams are preceded by preparatory tests. 2. Regular class tests on the relevant subject are given by all teachers. Student-teacher's questions regarding how to write appropriate and correct answers are answered by the principal and teachers. The college governing council conducts the routine monitoring. To monitor the execution and advancement of all the events on the academic calendar, the principal regularly leads meetings to examine the curriculum and extracurricular offerings. If necessary, timetable changes for activities are made based on these review sessions. The University sets the external examination schedule, which the student-teachers can view on a notice board. The college also informs the student -teachers in advance of any changes in university examination.

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

Every year Swayam siddhi Mitra Sangh college prepare the academic calendar for the institute and also a department wise activity schedule for smooth functioning. In order to make sure that all of the activities that will be carried out throughout the year are included, the academic calendar is created at the beginning of the year in collaboration with all faculty members. In the staff meeting, the academic calendar is then thoroughly discussed and approved for use. We plan to implement a variety of academic and extracurricular activities over the course of a single academic year. We also plan to celebrate national significance days, birth and death anniversaries, and various festivals and programs suggested by the Educational Department from time to time. In addition, we plan workshops on lesson planning, internal exams, and essay writing for university semester exams. We plan activities like field trips, internships, Extension service, and other club activities. The colleges academic calendar is posted on its website, and the S.N.D.T. Womens University, Mumbai, provides time tables for external examinations. Our scholarly schedules assist us with saving time. It helps teacher educators for preparation of various activities. Flexibility is a specific characteristic of our academic calendar. our academic calendar help us to avoid overlapping of activities. . All our in charge teachers scheduled their programmes as per academic calender. In the semester system, theory lectures and practical's are prescribed in terms of planning of time table, attendance review, midterm tests and methodology subjects. Students with small attendance are notified according to their names and fined. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations .Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year. The head of department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counselling is also done through departmental meetings and staff meetings. This gives a clear picture of the available dates for activities to ensure proper teaching-learning transactions and continuous evaluation. Students participate in co-curricular activities at the same time from time to time to help them grow as individuals and professionals and to enrich their education. Regarding the information that was posted on the notice

board to thank all of the students. The academic calendar helps us coordinate with practice teaching schools and informs student teachers about the internship program. Understudy educators plan their task exercises according to scholarly calendar, Instructor teachers can screen the investment of understudy instructors consistently by following the understudies. college keeps adaptability in the preparation of scholastic calendar according to circumstances. Academic calendar serves as a road map for plan curricular and co- curricular activities effectively and focuses on over all development of students.

2.6 – Student Performance and Learning Outcomes

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

https://www.swayamsiddhieducation.info/learing-outcomes

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
NIL	BEd	EDUCATION	62	62	100

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2.7 – Student Satisfaction Survey

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

https://www.swayamsiddhieducation.info/students-corner

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	00	NIL	0	0

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3.2 – Innovation Ecosystem

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

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

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NIL	NIL	Nill	NIL

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

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement

NIL	NIL	NIL	NIL	NIL	Nill

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
00	00	00

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

Name of the Department	Number of PhD's Awarded
NIL	0

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

Type	Department	Number of Publication	Average Impact Factor (if any)
Nill	NIL	0	00

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

Department	Number of Publication
NIL	0

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NIL	NIL	2018	0	NIL	0

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

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	2018	0	0	NIL

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

Number of Faculty	International	National	State	Local
Nill	0	0	0	0

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3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Anti Drug Awareness Programme	Thane Police	6	50
Blood Donation Camp	Sankalp Blood Bank	2	43
Tree Plantation	Swayam Siddhi College Of Education	5	45
Anti Plastic Awareness	Swayam Siddhi College Of Education	3	48
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	0
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Yoga	Under the Swayam Siddhi College of Education.	Yoga Day	1	50
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3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
NIL	NIL	NIL	00
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	Nill	Nill	00
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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nill	NIL	0

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
3200000	500000

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing

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4.2 – Library as a Learning Resource

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

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
NIL	Nill	NIL	2023

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Reference Books	5435	518814	308	23141	5743	541955
Journals	8	6140	14	9510	22	15650

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

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

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Co	Computer	Internet	Browsing	Computer	Office	Departme	Available	Others

	mputers	Lab		centers	Centers		nts	Bandwidt h (MBPS/ GBPS)	
Existin g	30	1	1	0	0	0	1	100	0
Added	0	0	0	0	0	0	0	0	0
Total	30	1	1	0	0	0	1	100	0

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

100 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	Nill

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
700000	700000	3200000	400000

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

There are procedures adopted by the institution for utilization and maintenance of facilities Classrooms: Classrooms are the primary learning spaces equipped with furniture. Cleanliness and maintenance are done on a regular basis. The institution has adequate facilities for teaching.Principal room, faculty room, library, lecture hall, method class room 1, method class room 2, method class room3 , ladies common room, psychology lab, toilet, office, computer room, AV room cum store room, staircases, corridors,M.Ed classroom, playground, canteen Comfort is key. Sufficient space and good lighting (preferably natural light are non-negotiable. Dark, cramped classrooms fail to facilitate learning. Beyond this, good classrooms have clear acoustics, high air quality and a balanced temperature. . All classrooms are well ventilated and illuminated to provide student teachers comfort zone. Along with it provision of cooler water is provided to students. The institution optimizes the use of its resources. The computer lab and resource room have a storage facility for equipment, audio visual AIDS, CDs and other paraphernalia which are annually sorted, weeded out and updated. HODs submit the requirement to principal regarding classroom furniture and other needs. Administrative officers take responsibility of student's academic requirements. The staff room is also being refurbished with the purpose of providing the faculty more spaces for storing laptops, personal copies for books and other resource material. CCTVs: Installing CCTV cameras in schools and colleges can help to reduce vandalism and other criminal activities. Cameras can help to deter any potential criminals. CCTVs are mounted along the corridors which leave no uncaptured areas and ensure safety and security of students, teachers, staff and equipment. The printer / photocopying machine: The printer or photocopy machine are maintained under an Annual Maintenance Contract(AMC). Campus: Eco friendly campus creates good learning environment. The infrastructure structure facilities are adequate according to the requirement of students. The campus

has well equipped playground. Institute has facilities like canteen in the campus. Institute has a well equipped internet facility and audio video systems. Support facilities include IQAC cell having computers,LAN facility. Library: the library has collection of text books reference books, Journald CDs etc facilities include telephone facility, washroom s, fire extinguisher, suggestion box, inverter/UPS facility, safe drinking water, rest room and power generator. The library is updated regularly with respect to print and technology resources.Exclusive reference section is available in the library. Visitors book is maintained for students and staff. The collection includes more than 5743 books, 14 Journals. New arrivals of books and journals are displayed on separate stands and racks. The books are being coded and the users are given unique code ID. Effective utilization of infrastructure is ensure through appointment of well qualified system administrator Computer room: One of the classrooms which can comfortably seat 30 persons has been with computers with internet facility to be used for the purpose of research.. Sports facilities: Institute has indoor and outdoor sports facilities. all these facilities have been compiled up and processed an systematic manner floor wise so that appropriate coordination with internal dept. people

https://www.swayamsiddhieducation.info/procedure-and-policies

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NIL	0	0
Financial Support from Other Sources			
a) National	NIL	0	0
b)International	NIL	0	0
No file uploaded.			

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

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
yoga	21/06/2018	63	00
Career and Personal Counselling	23/07/2018	50	00
Remedial teaching	23/03/2019	50	00
View File			

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

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2018		40	50	1	0

Competitive ExamInation					

View File

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

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

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
00	0	0	00	0	0

No file uploaded.

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

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
Nill	0	00	00	00	00

No file uploaded.

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	1

View File View File

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Sports Day	Institute	63
National Festival	Institute	60
Cultural Activity	Institute	60

View File

5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nill	00	Nill	Nill	Nill	00	00

No file uploaded.

5.3.2 – Activity of Student Council & representation of students on academic & administrative

bodies/committees of the institution (maximum 500 words)

SWAYAM SIDDHI COLLEGE OF EDUCATION Bhiwandi CONSTITUTION OF STUDENT COUNCIL The council is an amalgam of diverse students bringing to table an unique prospective and opinions on ways to bridge the gap between the administration and the students. It develops and provides opportunities for leadership objectives 1. To be the voice of the students to the administration and vice versa as well. 2. The purpose of the students council is to give students an opportunity to develop leadership by organizing and carried out college activities. 3. Create an environment where every student can voice out their concern and need. 4. To provide a platform where the student show their talent without hesitation. 5. The student council is responsible for the fluid and graceful functioning of students and college organized events. 6. Create an atmosphere that promotes students involvement in the council, different committeesand activities. 7. To develop healthy environment in college campus by coordinating in morning assembly and other college events. AUTHORITY: 1. All the powers of student council are delegated to it by the college administration. 2. All action of student council are subject to review and possible veto by the principal. 3. The nominated faculty members will be designated as assembly in-charge, house in-charge, sports in-charge and administrative office etc. The elections for the First Year Students were held and the students elected students with leadership qualities as their Student Council. The elections for the First Year Students were held and the students elected students with leadership qualities as their Student Council. The activities organized by the Student Council under the leadership of the in charge faculty are as follows ? Eid Celebrations ? Independence Day celebrations ? Teacher's Day ? Navaratri Celebrations (Competition- Rangoli, Aarti Thali decoration, Traditional Attire, Best dancers of the day.) ? Diwali Celebrations (Competition-Diya decoration, lantern making Toran competition) ? Christmas celebrations – (Sweet Savoury making competition, carol singing at Shantivan) ? Republic Day celebrations (Extempore Competition) ? Holi Celebrations ? Marathi Bhasha Divas ? Sport's Day ? Annual day Farewell Party ? Games –Indoor and Outdoor ? Photography Competition Student council as a whole has responsibility for:- Working with the staff management and fellow students. Communicating and consulting with all of the students in the college. Involving as many students as possible in the activities of the council. Planning and managing the council programme of activities for the year. Managing and accounting for any funds by the council. The purpose of a student council at any level is to develop leadership. The council is an amalgam of diverse students bringing to table an unique prospective and opinions on ways to bridge the gap between the administration and the students. It's primary objectives are: 1. To be the voice of the students to the administration and vice-versa as well. 2. The purpose of the students council is to give students an opportunity to develop leadership by organizing and carried out college activities. 3. Create an environment where every student can voice out their concern

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

40

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

0

01

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

Institute follows decentralization and participative management .The head is the Principal followed by head of department. It is done at various levels. Level I Management: 1. Guidance on implementing the vision, mission and values of the institution. 2. Formulating long term strategic planning and direction to college development. 3. Advice in introducing new programs, students intake, maintenance and expansion of infrastructure and other strategically important matters andProviding high quality learning opportunity to students, welfare schemes and the required facilities and funds. Principal:-Assisting the management in making policies and taking decisions on setting academic and administrative goals achieving them. HOD:-Assisting and reporting to the principal on all matters, with respect to academics, administration, discipline, research and student support services. Faculty:-The teaching load will be trained by the activity in accordance with the area of specialization of each faculty Level II Proper allocation of work, duties and responsibilities is done in the institute • Heads of Department plans and executes the academic and co-curricular activities. • Various committees are formed to perform various activities throughout the year. College has constituted Internal Quality Assurance Cell, Examination Committee, student Development Cell, Alumina, Placement Cell, Anti - Ragging , Student Grievance Redressal, admission committee and examination committee etc. College has very active IQAC which promotes various activities for college enrichment. • The Faculty also divides the students into groups for mentoring in the ratio 1:10 for each class. Students whether at home or at internship keep in touch with their mentors. • Members of the Staff have helped in planning, organising and execution of a major activities. Level III the admin staff have remarkable leadership roles and resourcefulness whether it is meeting emergencies or effectively handling the various demands made on them in spite of being small group. They readily coordinate with the faculty whenever needed in the day-to-day functioning of the Institute.

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

Partial

6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Curriculum Development	Swayam siddhi college follows curriculum prescribed by SNDT Womens university. Implementation guide lines are provided by the university
Teaching and Learning	College faculty members have extensive teaching experience. The teaching process makes use of ICT tools. These tools make learning easier for students. Understudies likewise spurred for utilizing the showing helps and ICT devices in the hour of

	educating practice .Faculty members use innovative practices. Self learning activities are encouraged.
Examination and Evaluation	We have adopted a Continuous Formative assessment policy for our students assessments. We use projects, filed work, assignments, a research project, a pre exam test, continuous feedback, a reflective learning practice , a portfolio, and worksheets in the policy. We also use assessment scales, and tests with criterion-based assessment policies. Assignments and term-end exams are used for summative evaluation. summetive assessment is done by the Board of examination and assessment.
Human Resource Management	For appointment advertisement are published in state level newspaper. After shortlisting interviews are conducted. Panel is constructed for such purpose university level members are also a part of that panel.
Library, ICT and Physical Infrastructure / Instrumentation	The library of the college has collection of subject text books, reference books, national and international journals related to different areas of education and pedagogic subjects. It is also comprises of several types of educational magazines, various banks, previous year question papers,
Admission of Students	Admission process is through government centralize process students are admitted on the bases of their merit in CET examination. students pay fees using various modes such as cash, cheque, DD and also have online payment. gateway needy and deserving students are given fees concession.

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

E-governace area	Details
Planning and Development	The administration, academics, student support, infrastructure, facilities, examination results, events, and all mandatory records are all accessible on our college website. The number of working days and holidays that will be observed is also listed on the academic calendar that can be found on our colleges website.
Administration	Institutional exercises, for example, confirmation, understudies data set, staff subtleties are kept up with in

	the electronic mode. Brochures, subject materials were shipped off the understudies utilizing whatsapp messages. All correspondence letters that were received and sent to sectors like SNDTWU, and NCTE. Students and the college office use separate email addresses.
Finance and Accounts	Online credit for staff salaries. Student scholarship,
Student Admission and Support	The single-window counseling application process is done online. instructions and guidance provided to applicants who approached our institution to apply for the position. Understudies empowered to involving the advanced frameworks for applying scholarship and individual sections
Examination	question papers are received through on line mode from the university

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nill	NIL	NIL	NIL	0

No file uploaded.

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

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	ICT in education	NIL	18/08/2018	18/08/2018	8	Nill

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

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
NIL	0	Nill	Nill	00

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
2	**2**	**3**	**4**

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
NIL	**NIL**	**NIL**

6.4 – Financial Management and Resource Mobilization

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

Our institute has strong mechanism for statutory audit. We have our internal control mechanism where systems are processes and designed to safeguard organization's assets for accurate financial reporting, effective operations.The cashier maintains the cashbook, receipt, bills and vouchers. It is checked by the internal team of auditor. Qualified statutory auditors from external sources have been appointed and the account staff under them check and verify all the vouchers of the transaction that are carried out in each financial year. An external audit is carried out in an elaborate way.The college conducted external audit of the salary and other related accounts. With regard to internal audit The institutional accounts are audited by statutory auditor in order to ensure that adequate procedures and processes exist to provide reasonable assurance that policies and procedures are followed. Internal controls in place are adequate and effective. Institution complies with statutory requirements wherever applicable. Management is responsible for ensuring timely and appropriate action on audit recommendations for maintenance of reliable internal control system. Minor errors are pointed out by audit team are immediately rectified.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NIL	**0**	**NIL**
No file uploaded.		

6.4.3 – Total corpus fund generated

00

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	**No**	**Nil**	**Yes**	**principal**
Administrative	**Yes**	**C.A**	**Yes**	**Management**

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

NIL

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

We send our s staff for preparing programs coordinated by Govt. of Maharashtra and the University . We encourage our support staff to take part in a variety

of social activities. For their skill development, we organized various training programs.

6.5.4 – Post Accreditation initiative(s) (mention at least three)
1. Considering the new TEI Assessment manual and accreditations, developed an action plan for the 2019-20 academic year. . 2.We established a number of committees to ensure the smooth operation of academic activities. 3. faculty members trained to use ICT

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Motivational talk to encourage faculty to enroll for Ph.D	12/07/2018	08/08/2018	08/08/2018	8
2018	ICT work shop for faculty	12/07/2018	18/08/2018	18/08/2018	8
		View File			

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
savitribai phule jayanti	03/01/2019	03/01/2019	48	0
rangoli and poster competition on wonen;s day	08/03/2019	08/03/2019	45	0
Workshop on Self awareness and time management Management	16/03/2019	16/03/2019	45	0

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

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

institute takes initiative to maintain a clean and orderly environment both inside and outside the college campus. The college additionally make each work to decrease how much energy utilization. When they leave the room, teachers and students turn off the lights and fans. switching from incandescent lighting to energy-saving bulbs. Expanding the utilization of regular light.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
Nill	Nill	Nill	Nill	00	NIL	NIL	Nill

No file uploaded.

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

Title	Date of publication	Follow up(max 100 words)
CODE OF CONDUCT	05/09/2017	CODE OF CONDUCT published on January 2018 consist of rules and regulations for teaching staff, administrative staff and students. students are informed about it during orienttation program discipline committee monitors the discipline in the college.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Role play	15/08/2018	15/08/2018	10
Essay competition	26/01/2019	26/01/2019	25
[View File]()			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. tree plantation in campus 2. Campus clean-up drive 3. Ecofriendly teaching aids 4. Installation of energy efficient lighting 5. Installation of more dustbins for segregation of waste

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best practice 1 Title of the Practice: know your self 'Knowing others is intelligence, knowing yourself is true wisdom' -by Laozi self-awareness is your ability to perceive and understand the things that make you who you are as an

individual, including your personality, actions, values, beliefs, emotions, and thoughts. Emotionally unaware teachers, as a result, find themselves stressed, anxious, overwhelmed, fatigued, and quite possibly burned out. Teacher stress can adversely affect the teachers, their students, and the classroom climate, hence it is important to develop student- teachers self-awareness. Objective: ? Student teachers will be able to understand and develop awareness of ones own emotions. ? Student – teachers will be aware of personal assets in terms of culture, linguistics, and the community as well as ones own challenges and goals. ? Student teachers will be able to show consciousness of individual freedoms as well as expectations ? Student teachers will be able to empathise with others. Context: Our college mission is to empower student- teachers by educating them and by creating in them the social, political and cultural awareness. Building generation of empowered teachers is our vision. Women empowerment is a motto of S.N.D.T Women's university. College decided to implement self awareness programme to enhance student teacher's self-awareness and to prepare emotionally sound teachers for the future generation. Practice: Two months programme was structured. 15 activities were planned. Expert faculty was invited for implementation of programme. Activity schedule was prepared by the Head of the department. All activities were structures around understanding self, Activities based on the following questions: • Who am I? • What do I want now or in the future? • What should I do next? • What do I think about a particular topic/situation? • How do I feel (physically and emotionally) right now? The activities planned were group activities as well as individual activities. Trainer conducted the activities. Worksheets and other activity sheets were provided to participant. Student -teachers worked on the activities and they noted down their reflections. Trainer also used videos stories articles and autobiographies. There was lot of sharing in the with the student teachers. Some of the activities included were as follows: • Exploring the self • Physical awareness • Understand yourself • Know your emotions • Meditation and deep breathing • Write your story • Roleplays • Complete the situation Evidence of success: Student teachers were motivated, they were able to deliver their school lessons with confidence. They started taking initiative planning and organizing college activities. Their decision-making skill increased. Team activities, helped the group become aware of common goals. Team strengths and weaknesses can then be identified and transformed into action steps for team growth this helped them to work in a group. Strategies used to overcome any obstacles encountered: The only obstacle was the student teachers initial apprehension was regarding student teachers low confidence level . It took some time to overcome the initial hesitation to ask the faculty questions and have a discussion about them. Participants were motivated to participate more actively in the process for mutual benefit. As a result, interactions became livelier and more vigorous. Impact Student teachers develop Self- awareness and decision-making abilities. The student teacher gain self-assurance and leadership abilities through experiential learning. They use their ability to think critically to complete tasks. And use their skills to carry them out. They gained control over their emotions and that helped them to increase decision making skill in the classroom. Success is evident in both qualitative and quantitative ways. The subjective pointers are a more uplifting perspective towards life, improvement in behaviours furthermore, want to comprehend things as opposed to advancing by the decay. The outcomes reveal some significant aspects. One of the factors is that student -teachers can achieve their goals if they are given the right guidance and encouragement. Instead of focusing solely on academic success, holistic development fosters socially sensitive individuals, which is an essential requirement for any educational establishment. It assisted them with turning out to be better teachers, It gives us more fearlessness in this way, accordingly, hey could speak with clearness and expectation. It permitted them to figure out things according to numerous viewpoints. It put an end to their preconceptions and biases. Best

practice 2 7E'S base lesson plans: The philosophy known as constructivist learning theory helps students develop their logical and conceptual thinking. Within the framework of the Constructivist Learning Theory, educators play a crucial role. Instead of lecturing, teachers serve as facilitators, assisting students in developing their own understanding. This removes the concentration from the educator and talk and puts it upon the understudies and their learning. This learning theorys resources and lesson plans must also take very different approach from traditional learning. Constructivist classrooms focus on student questions and interests, they build on what students already know, they focus on interactive learning and are student-cantered, teachers have a dialogue with students to help them construct their own knowledge, they root in negotiation, and students work primarily in groups. 7Es to construct new knowledge from existing knowledge for future learners so that innovations help learning process for easy or less time- consuming activity. Objectives: • To develop skill of construction of Knowledge of student teachers • Student teachers will be able to apply 7 Es in their lesson plan • Student teachers will be able to teach concepts in school lessons based on blooms taxonomy. • Student teachers will apply concept of 7 E's in classroom teaching in their professional life. Context: With 7E elicit, engage, explore, explain, elaborate, evaluate, and extend, the 7E learning cycle model can help student-teachers actively acquire new knowledge. The 7E learning cycle can be used in teaching materials to help students to comprehend environmental phenomena and issues. Picking up utilizing 7E learning cycle can investigate understudies thoughts with the goal that they are spurred to develop new information. The 7E learning cycle can assist understudies with thinking, think fundamentally and innovatively. National curriculum frame work gives importance to knowledge construction and meaning full learning activities. Hence if student teachers are trained to develop lesson plans based on constructivist approach. Practice: Our faculty members were oriented about constructivist lesson plans. The teaching of student- teachers at all methods were t distributed among method masters. Schedule was prepared by the method masters and the conducted activities according to time table. Each method master oriented the students about the 7ES Constructivist 7E approach consists of seven stage such as Elicit, Engage, Explore, Explain, Elaborate and Extend and gradually presented the concern skill. During the development phase, an inductive-based 7E learning cycle was used to create a prototype syllabus, lesson plan, module, students worksheet, and assessment. The observation sheet, questionnaire, and learning outcomes test were the instruments used. It was sorted as substantial to learn cycle. Based on responses from teachers and students, the practicality of teaching materials was divided into very practical categories. Based on student activities and learning outcomes, effective categories for teaching materials were included. Understudy exercises in learning incorporate extremely high classifications. Learning results most understudies accomplish least culmination models. Introduction Teaching materials utilized to facilitate learning. Student teachers were made to work in a group and gradually to work on individual guidance. Following steps were used to develop a lesson :Step 1 elicit, the activity observed was visual activities, namely students observed each direction from the teacher, and emotional activities, namely assessing students interest in learning. Step 2 is engaging, the activity observed is emotional activities that are students interested and interested in participating in learning. Step 3 is exploring, the activity observed is motor activities, namely students conduct experiments according to the material and instructions contained in the worksheet. Step 4 is explained, the activity observed is oral activities, namely student conduct group discussion activities, and ask questions. according to activities. Step 5 is elaborate, the activity observed is mental activities, namely students recall the material that has been studied. Step is 6 is evaluate, the activities observed are writing activities i.e. students write answers on each question sheet. Step 7

is extend, the activity observed is mental activities, namely students connect material that has been studied with new concept. Mock presentation was given in the classroom situation. Method masters gave them feed- back. Through out the process support was provide by method masters. Strategies used to overcome any obstacles encountered: The only obstacle was the student- teachers initial apprehension about preparing lesson plan as this was new approach for them. They were also sceptical about analysing the concept and planning activities. But gradually they understood the concept and strategies to be used. Method masters facilitated during lesson planning and mock presentation. Impact: The evidence of success is visible, qualitatively as well as quantitatively. The qualitative indicators are a more positive outlook towards planning and implementing lessons during internship programme, improvement in presentation of lessons and desire to plan innovative activities rather than teaching by the traditional approach. This practice helped to promote social and communication

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

https://www.swayamsiddhieducation.info/best-practices

7.3 – Institutional Distinctiveness

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

Swayam Siddhi Mitra Sangha college of education is the only Women's B.Ed college in Thane District. Most of the students are low socio economical strata and many of them are first generation learners. .The overall development of the students at our College through instruction, learning, and extracurricular activities is the primary focus and thrust area. Students from a wide range of cultural and socioeconomic backgrounds can thrive in our college. College caters to the needs of girl students and try to empower them through various activities. Our college tries to develop students faith in Indian democracy, cultural heritage, and humanistic, social, and moral values by providing a curriculum that is based on values and a dynamic academic environment. College also tries to build facilities for providing quality education and develop into a leader in education. We try to instil in our future teachers a sense of dedication, diligence, discrimination, and respect for the teaching profession. We have multi lingual classroom, hence medium of instruction is English, Marathi and Hindi. The college implements a variety of student engagement programs. In order to pique their interest in the subject matter, students are encouraged to produce PPT presentations. Mentors provide each student with direction and support. Our institution relies heavily on attendance management and discipline enforcement. We have published code of conduct for teaching, no teaching staff and students. The college is putting together a number of academic and co-academic activities with the help of faculty and students working together. College organizes workshops, invited lectures, educational tours, and programs that work together with school in the vicinity. Foundation sorts out mindfulness raising projects in regards to the issues of orientation separation, human pride public solidarity, mutual concordance and natural preservation. Students at our college have a fantastic opportunity to learn about social service and community work. Through our brainstorming sessions and know your self training program, we mentor our students to sharpen their intelligence and help them achieve their goals. At the same time, we instil in them a positive value system that shapes their outlook and behaviour. This gives them a solid foundation on which to tackle lifes challenges. As National curriculum frame work gives importance to knowledge construction and meaning full learning activities. Hence student teachers were trained to develop lesson plans based on constructivist approach. We cater to the student teachers whose medium of writing examination is Marathi, Hindi. And Urdu by providing them

study material. Teacher educators explain them the concepts in the medium they have opted. We try to inculcate professional values and see to that students follow ethics of teaching profession. Teachers conduct regular test papers to evaluate the learning of their students. College offers TEIT and TET coaching classes to promote the career prospects. Orientation classes especially on career opportunities are conducted for the student- teachers. In an effort to create an atmosphere that values creativity in a society that is changing, the college also provides a setting that makes it easier for faculty and students

Provide the weblink of the institution
https://www.swayamsiddhieducation.info/best-practices

8.Future Plans of Actions for Next Academic Year

Swayam siddhi mitra sangh college of education is ihe only womens education college in Bhiwandi hence we plan to create an enabling environment for holistic development of students and staff. To facilitate continuous up-gradation and updation of knowedge and uses of technology, by faculty and students. Students shall be imparted the modern technology in the class rooms by giving the computer training. Research oriented programme for students are going to be undertaken for the benefit of Students in their educational career, for the benefit of their employment, free orientation for TET, SLET is given by our faculties. B.Ed., and M.Ed., Students are given as compulsory programme for the development of sound mind and sound body. planning and implementing activities for skill development to improve students performance, they be able to do best in school education, There will more interactive sessions and participation in the classroom. To improve the tutorial and remedial Program, the counselling sessions , the Mentor Group, reflective and participatory practices in practice teaching, the use of ICT in teaching and learning, self-study, and the institutional study material repository. A content enhancement programs, adaptability in appraisal and assessment, also start peer evaluations. Our college will organize curricular and co-curricular activities so that students can develop physically , Mentally, emotionally. Our institution will also organize co-curricular activities according to the interest of the students. Infrastructure and Learning Resources will be Updated and maintain Infrastructure . with latest technology Reinforce IQAC and advance creative thoughts for by and large development, and improvement of value in teacher education. Campus Placement of Students in collaboration with more innovative schools. Our institution will visit more innovative institutions for students better campus placement. Organize National Seminar/ Workshops :- In future , we will also organize National seminars /Workshops for students as well as for faculty development. For this purpose, different educationists, resource persons will be invite to deliver seminar on educational guidance.. By attending various national seminars /workshops students will get knowledge about different educational streams for their future purpose such as for vocational and personal guidance. To promote the research activities among the teaching faculties. Our Institiution will promote the research activites for faculty development. With this , our institution will organize activities that are perceived to help academicians in improving their professional skills that plays vital role for carrying out the teaching research or administrative activities.To upgrade the Library by adding more books :- We are going to extend reference section with dictionaries, encyclopedias, General knowledge Books to make students more capable for their goals and efforts to provide e-learning resources so that the students get knowledge about real world. Faculty will be encouraged to attend FDPS organized by the universities and other institutions. IQSC committee feels that activities should be planned to enhance students and competencies. Student teachers will be encouraged to develop pedagogical skills that will help them to make teaching learning process more effective. we are planning to implement community out reach programmes to involve girl students in Education.