



Yearly Status Report - 2019-2020

Part A

Data of the Institution

Part A	
Data of the Institution	
1. Name of the Institution	SWAYAM SIDDHI MITRA SANGHS 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	chavanarundhatissmsec@gmail.com
Address	Sonadevi Compound, Near Octroi 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	sanjuyadavcoordinator@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
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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 Organize Induction and	20-Aug-2019	35

Orientation of New Students	1	
To organize Tree plantation programme	10-Oct-2019 1	30
To organize Micro Teaching skill Workshop	14-Oct-2019 1	40
To organize Teaching Aid Exhibition	20-Dec-2019 1	35
To Celebrate of Hindi day. Marathi Day. Science Day, Urdu day.	01-Dec-2019 1	35
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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	2020 00	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 :	2
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)	
• Induction and Orientation of New Students	
• Tree plantation programme	
• Micro Teaching Workshop	

- Teaching Aid Exhibition

- Celebration of Hindi day. Marathi Day. Science Day, Urdu day

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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
Procuring students feedback	Feedback about the teaching learning process and teachers was taken from students
Organization of work-shop for students	Workshop on micro teaching skills and stress management
Organization of Orientation Programme first year students	Help the student in developing knowledge and understanding towards: two years B.Ed, Programmes
Teaching aid exhibition	Students prepared teaching aid using eco friendly material they learnt team building, working in a group and how to make best use of eco- friendly material
• Celebration of Hindi day. Marathi Day. Science Day, Urdu day	we celebrated Marathi, Day Hindi Day, Urdu Day, Womens Day, Aids Day
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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

2020

Date of Submission

30-Jan-2020

17. Does the Institution have Management Information System ?

No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

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

Swayam Siddhi itra Sangh College of Education is affiliated to S.N.D.T, Women's university, hence we follow the curriculum prescribed by the university and follow the guidelines given by them. 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. The college level advisory groups get ready with rules also, and systems to suit necessities of courses. After completion of admission by state government and MKCL we conduct orientation program before starting academic year. In orientation program we delivered course syllabus and its expected learning outcomes. In order to make the teaching and learning process more learner-centered, conventional classroom teaching is combined with responsible use of ICT. Computer and android mobile helped learning, trial picking up, Learning and critical thinking strategy are likewise utilized for educational programs. For the purpose of efficiently delivering the curriculum, which is carried out in a planned manner, classroom instruction is supplemented with induction programme, workshops, special lectures, group discussions, quizzes, and presentations by the student-teachers. For effective curriculum delivery, the college library provides teachers with necessary learning resource materials. All internal tests, including class and unit tests, are given to see if students have learned what the curriculum's goals say they should know. All assessments are directed as per the Scholarly Schedule. The college keeps records of regular attendance, mark lists, question banks, student internships, music, dance, and professions of the students to further enhance their performance among advanced learners. Faculty members are encouraged by the college to participate in orientation classes, workshops, and paper presentations at seminars hosted by the affiliating university and other universities in order to acquire the necessary skills for the successful implementation of the curriculum. Throughout the 2019-2020 academic year, academic activities were conducted offline until March 2020. The government announced a lockdown beginning on March 22, 2020, in response to the Covid'19 pandemic. Classes would be held online, so a WhatsApp group was created and all of the teacher educators and student-teachers were added to it. WhatsApp messages were used to communicate instructions. The students were given access to study materials. A few educators utilized zoom application as teaching platform, and for student teacher interaction. Google classroom was away to give assignment to the students. Audio conference was held to give counseling to students and parents. The college examination committee conducted the University examination through online mode, as per the direction given by the S.N.D.T Women's university. The year ended direction given by the parent university. The 2019-2020 academic year ended with the successful result of the students. College provides safe environment. Anti Ragging Committee: As per the guidelines of UGC, An Anti-Ragging Committee has been constituted to handle the issues related to ragging. Grievance Redressal Committee: It is formed only by female faculty members consisting of Coordinator and members. In our college, the incidents of sexual harassment of girl students is nil,

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NIL	NIL	Nil	00	0	0

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEd	Nil	Nil
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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
Nil	NIL	Nil

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	Nil	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 MED	EDUCATION	40
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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
<p>Feedback is very important for continuous improvement of an institution. Feedback is obtained from the student teacher through online mode. Teachers analyse, reflect and submitted a report for each activity. As a result, the efficient feedback system is essential. Through the constructive feedback mechanism, the stakeholders are well-informed, committed, participating, motivated, and curious to make valuable contributions. In accordance with the NAAC mission, to guarantee quality awareness and consciousness among all stakeholders. The stakeholders of the institution drive all the academics and non-academics. The stakeholders of the institution include the studentteachers, teacher educator. parent and community representatives, principal and the management. Students: Each students feedback is gathered and analyzed annually</p>

at the end of the academic year. The process involves each student filling out a hard copy provided by the college on a variety of criteria. All student-teachers are divided into groups for mentoring, and each teacher mentors a group of students. The staff tries to comprehend the students personal and academic challenges. Understudies are directed by instructors with respect to self-review. The principal examines the feedback and makes any necessary recommendations to the teachers regarding various aspects of teaching. The teachers then put the recommendations into action in accordance with the feedback. Teachers: Every faculty member provides input and participation in a regular staff meeting that contributes to the institutions smooth operation. During the alumni meeting, alumni provide their feedback on the colleges various activities. There is no particular method for collecting feedback from alumni. Its mostly casual and happens occasionally. The Principal and Heads of Practice Teaching Schools receive valuable suggestions and discuss them with them. Feedback forms on various aspects of teaching are sent to the heads, and the College has an effective feedback mechanism for quality sustenance and improvement. Student teachers receive feedback throughout the activity and at the conclusion, and this topic is also discussed in staff meetings. Student teachers are placed in a variety of Practice Teaching schools for the purpose of their internship and practice teaching. Employees visiting the schools are in consistent touch with school specialists. Therefore, oral feedback is obtained regarding student teacher behaviour and competencies. Internal Peer Observation for Faculty: At the conclusion of each lecture, academic peers provide one another with feedback on various aspects of teaching. Ideas given by the companion are thought about for further developing the educating learning process. External Peer Observation of Faculty: Suggestions for enhancing the teaching-learning process are taken into consideration in addition to feedback from peers on various aspects of teaching. regarding how to assist in student- teachers training and gain practical experience. The feedback is an important indicator of what should be done. Because of the pandemic, groups did their internship online. As a result, there was no feedback from external stakeholders. A PTA meeting is held once a year, and parents provide feedback during the meeting. Parents can get in touch with any faculty member or principal with advance notice if there are any particular concerns. We implement related activities

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
BEEd	education	100	116	40

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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
2019	40	0	8	8	0

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
10	10	32	2	0	4

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

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

Yes, the Swayam Siddhi College of Education Bhiwandi, has a mentoring program for student-teachers. The most common way of mentoring is an individualized type of directing and direction. It addresses the requirements of campus student teachers. The mentoring programs goal is to improve the students personal relationships with their teacher- educators. Here, the teachers job is to guide the students in developing their leadership skills and social participation. In a similar vein, each student teacher will be assigned to various cooperating schools of this institution to receive practice teaching in academic areas. A mentor is a teacher educator who acts as a friend and a role model for a student and helps them grow academically and personally. A mentor helps a student succeed academically as well as emotionally and psychologically. advancement, especially in the latter's progress stage. The Head of the Institution selects a group of eight to nine students for each faculty member to mentor. The educator tutor cooperates, directs, guides on different scholastic as well as expert angles. The regions under scholastic viewpoint are: internship, practice teaching, lesson guidance, community service, project and assignment guidance, preparation for teaching aids, and exam taking The mentor advises the mentees on their career options and interview preparation. During the COVID-19 pandemic, help desk and mentor-mentee groups were established to educate students about online academic activities and address student concerns. regular meetings are scheduled by posting them on the timetable, and mentor groups are formed. Staff and B.Ed. students gather to informal discuss the nature of B.Ed. activities at mentor group meetings. curriculum. These meetings typically take place once per week and occur prior to their exams and study leave. In the meetings, issues like lesson planning at the beginning of practice teaching, difficulties with class tests, exams, essays, and Action Research, and difficulties with attending college due to personal issues are discussed. This is additionally shared among the workforce and with the head. The tutor gatherings help student teachers to manage scholastic stress and hardships and simultaneously address individual issues with their instructors on a coordinated premise. At this time, each group of student teachers in each school will be overseen by a teacher-in-charge who is responsible for their subject area. Throughout this time, the teacher-supervisor will closely monitor each student-teachers performance in all areas, including teaching, punctuality, regularity, cooperation with the school, and participation in school management. The teacher-supervisor will be able to correct their mistakes and grow at the same time if any personality or teaching becomes inappropriate. Therefore, it is essential for all college instructors to serve as mentors to all trainees at the institution. In addition, as a mentor for the assigned student-teacher group, the supervisor will provide all trainees with the opportunity to consult with him or her about any issue, knowledge gap, or exam preparation. In addition, all teachers participate in a three-day, highly conducive teaching skills training for all trainees prior to practice teaching in addition to the above-mentored active mentoring. Mentoring encourages healthy interaction.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
40	8	1:5

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
8	8	0	1	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	Designation	Name of the award,
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	receiving awards from state level, national level, international level		fellowship, received from Government or recognized bodies
Nill	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	NIL	FINAL YEAR	03/04/2020	28/05/2020
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Each faculty is free to set up the internal evaluation in accordance with the completion of each unit or topic. This total interior evaluation is reflected at the season of the last inward score of the particular understudy. The staff practices various methods and arrangements of evaluation in agreement to the necessities of the understudies. The continuous internal evaluation may take the form of class tests, home assignments, project work, seminar presentations, outreach activities, or any combination of these. Co-curricular activities like games, sports, and cultural events are also included in the activities that are evaluated and assessed to reward internal institution marks. A committee overseeing the students internal evaluations is also in place at the college. In both qualitative and quantitative assessments, each aspect and activity is meticulously examined before the final internal evaluation mark is given. During the Coronavirus Pandemic, the educators gather tasks from understudies through online to go on with CIE. During the Pandemic, this plays a crucial role in the students internal assessments. During the Coronavirus pandemic that begun somewhat recently of at the beginning of, 2020, the college transformed the arrangement of internal assessment, moving it to the internet based mode. The attendance of online classes and home-based assignments was used to evaluate students. At the beginning, the faculty explains and elaborates the syllabus, internal evaluation scheme, its objectives, and paper patterns to students. The college posts all internal examination announcements on notice boards. When necessary, the faculties provide students with additional evaluation guidance. The purpose of the practice essay and class test is to help students do better on the internal work and university exam. Due to the pandemic, the students were educated about online examinations. The evaluation of the students is an essential part of the teaching-learning process. The CIE, or continuous internal evaluation, encourages students to continuously advance throughout the semester, promoting thorough understanding of the course. enables educators to assess students performance in relation to the course objectives. improves, among other skills, the students capacity for creative and critical thinking, teamwork, communication, and leadership. The internal evaluation can be set up by any faculty in accordance with the completion of each unit or topic. The specific students final internal score reflects this comprehensive interior evaluation. In accordance with the requirements of the students, the staff employs a variety of evaluation strategies. Class tests, homework, project work, seminar presentations, outreach activities, or any combination of these can be used for the ongoing internal evaluation. The activities that are evaluated and assessed to reward internal institution marks also include co-curricular activities like games, sports, and cultural events.

The college also has a academic committee that is in charge of overseeing the students internal evaluations. Before the final internal evaluation mark is given, each aspect and activity in both qualitative and quantitative assessments is thoroughly examined. In order to continue with CIE during the Coronavirus Pandemic, teachers collected assignments from students online. During the Pandemic, this was beneficial and convenient for student teachers.

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

The Academic Calendar for the academic year 2019-20 had been prepared in advance covering all the scholastic and co-scholastic areas which the students have to undergo in the academic year .Consistently Swayam siddhi Mitra Sangh school set up the scholarly schedule for the foundation and furthermore a division wise movement plan for smooth working. The academic calendar is created at the beginning of the year in collaboration with all faculty members to ensure that all of the activities that will be carried out throughout the year are included. In the workforce conference, the scholastic schedule is then completely examined and endorsed for use. Over the course of a single academic year, we intend to implement a variety of academic and extracurricular activities. Additionally, we intend to commemorate various festivals and programs suggested by the Educational Department, birth and death anniversaries, and national significance days. Workshops on lesson planning, internal exams, and writing essays for university semester exams are also planned. We plan club-related events like field trips, internships, and Extension service. The S.N.D.T. Womens University, Mumbai, offers timetables for external examinations, and the colleges academic calendar can be found on its website. Our academic schedules help us save time. It aids educators in the preparation of numerous activities. Adaptability is a particular quality of our scholarly schedule. We are able to avoid activities that overlap because of our academic calendar. All of our principal teachers planned their lessons in accordance with the academic calendar. In terms of time table planning, attendance review, midterm tests, and methodology subjects, the semester system mandates theory lectures and practical's. Students with low attendance are penalized and notified by name. Before the start of the final exam, assignments are given to students and marks are given. Each departments staff discusses the syllabus and is informed ahead of time about how the midterm and final exams will be conducted. The college website had been updated with the 2019-20 Final exams are scheduled as per the guidelines of S. N.D.T Women's university. University Final exam for B.Ed. Semester 4 was conducted online in October 2020 due to the Pandemic situation. Academic Calendar. The colleges essential co-curricular activity, the community contact program, was held twice this academic year. Due to the Covid Pandemic, some changes were made in the academic calendar.

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
Nill	BEd	EDUCATION	40	40	100

[View Uploaded File](#)

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

[View Uploaded File](#) [View Uploaded File](#)

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	NA

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nill

[View Uploaded File](#)

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	Nil	0	NA	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	Nil	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
Nil	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
Free mask and hand sanitizer distribution	swyam siddhi college of education	2	40
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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 activities	Number of students participated in such activities
Covid	Swyam Siddhi	Online Covid	1	40

Awareness Program	College of Education	Awareness Program		
Covid Awareness Program	Swayam Siddhi College of Education	Webinar On Importance Of Yoga During Covid Period	1	40
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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	Nil	Nil	00
View File					

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	Nil	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
320000	500000

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
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 partially)	Version	Year of automation
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NIL	Nil	NIL	2019
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4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Reference Books	5743	541955	8	1510	5751	543465
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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	Nil
View File			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	30	1	1	0	0	0	1	100	0
Added	2	0	0	0	0	0	0	0	0
Total	32	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	NA

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
1400000	600000	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)

<p>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</p>

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, playground, canteen 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. 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 is 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 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 5751books. 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. No one would have guessed that a virus-like Covid-19 would come and without differentiating, it will alter the lifestyle of people. The Covid-19 impact was everywhere, which resulted in the closure of Schools and Colleges and other educational institutions. Initially, most governments have decided to temporarily close the schools and Colleges to reduce the impact of Covid-19. Later it was reopened for a few grades, which increased the number of infection rates and then closed again. Though schools and colleges are closed, students are attending their classes through various education initiatives like online classrooms At that time our teachers who are all experts in Blackboard, Chalk, books, and classroom teaching are really new to this digital

<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
View File			

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
Stress management workshop	07/12/2019	30	local
communication skill	04/01/2020	35	local
Mentoring	13/06/2019	40	college
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 passed in the comp. exam	Number of students placed
Nil	Teachers entrance test	20	20	2	2
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		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NIL	0	0	NIL	0	0
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2019	4	B.ED	EDUCATION	CENTRE OF EDUCATION SNTD	M.ED
View File					

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	

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

Activity	Level	Number of Participants
Sports Day	Institute	100
National Festival	Institute	100
Cultural Function	Institute	100
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/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nil	NIL	Nil	Nil	Nil	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)

According to the State Govt. Swayam Sidhi Mitra Sangha College of Educations Student Council was established at the institution-level for the 2019-20 academic year following a notification of its formation CONSTITUTION OF STUDENT COUNCIL The council is an amalgam of diverse students bringing to table a unique prospective and opinions on ways to bridge the gap between the administration and the students. It develops and provides opportunities for leadership Following are the objectives of the council 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 committees and 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, sports in charge, cultural committee in charge. The following tasks fall under the purview of the student council as a whole: • Collaboration with fellow students and staff management • Communicating with all college students and consulting with them. • Making sure that as many students as possible are involved in the councils activities. • Managing and planning the years schedule of council activities. • The purpose of a student council at any level is to develop leadership. The student representatives are student teachers from our college sculpture boards like IQAC and Complaint and changed council as well as panels for various school exercises, for example, language , History, geography, Science, maths and Science Club Student council gathering additionally designs Social Days, Sports day and so on. They contributed valuable ideas and actively

participated in meetings. After considering their suggestions, decisions were made. These people make sure that the environment is healthy and that students and teachers can talk to each other easily. They also contribute to the overall success of a variety of activities and assist in maintaining discipline on the college campus. Our college student teachers enthusiastically organized numerous college-level programs and activities with the support of students council . observe important days like National Festivals, Birth/Death Anniversaries of important leaders, International Women's Day, International Yoga Day, Sports Day, Non-violence Day, Teachers Day, Freshers Day, Farewell Party, World Literacy Day, World AIDS Day, sports day, cultural days like Mahatma Gandhi Jayanti, Savitribai Phule Jayanti, Marathi day, Hindi day, Urdu day, and vachan prakat divas are among the events.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

30

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

1

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)

The institute has been adopting institutional practices such as decentralization of authorities. The college promotes participative management believing in decentralization, the management takes policy decisions, finance, infrastructure etc. The college provides the better opportunity to all the participating in the decisio making process. The head institute is the Principal followed by head of department. Proper allocation of work, duties and responsibilities is done in the institute. Various committees are formed to perform various activities throughout the year College has constituted Internal Quality Assurance Cell, Unfair means committee , Examination Committee, Women Development Cell ,Alumina, Placement Cell, Anti - Ragging , Women Grievance Redressal, Students Grievance Redressal, admission committee and examination committee etc. College has very active IQAC which promotes various activities for college enrichment. Heads of Department Assisting and reporting to the principal on all matters, with respect to academics, administration, discipline, research and student support services. All of the colleges activities are watched over by an IQAC cell. The organization follows a decentralized arrangement of administration through different advisory groups. The college principal assigns the duties of various faculties to the faculties at the start of the academic year. Different panels viz, illustration council, library advisory committee, examination panel student council and so forth. have been established. For execution of different institutional exercises. The college faculty provide strong support and direction for the student support programs. At the beginning of the academic year, members of the various committees are led by the Principal of the college. We operate in a

decentralized manner. . We have an open door policy, which allows anyone with permission to speak with the management. For participative administration, HOD. Representatives from the core of the IQAC team made up of faculty and students.

Because the class coordinator or faculty members can suggest and implement curriculum enrichment and enhancement, we also have flexibility at the departmental level. Subject notes prepared by faculty are available for reference in the college library. Both the lecture plan and subject notes are updated annually. In terms of academic and infrastructure development, each college development creates a plan for the coming year. The institutes budget is created with the help of the head of the department, faculty members, and administrative officer representative. The college activity report is presented by the principal to the body. The report is reviewed, discussed, and helpful suggestions are made in the body. The Principal and senior faculty members make up the College committees, which is the next level of college management. Management, the College Development Committee, the academic Committee, the Principal, the IQAC Committee, the student council , Various Committees, Administrative and Non-teaching Staff, and all stakeholders involved in decentralization and participative management collaborate to improve the quality of the institutions operations.

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 Mitra Sangh college follows curriculum prescribed by S.N.D.T Womens university. Activity planning is done on the basis of instructions given by the university academic council.To incorporate and Integrate various innovative approaches in teaching learning by various ICT tools and platforms. With the help of various learning management systems, like google classroom.
Teaching and Learning	We used LMS for blended learning for effective transaction of content. Most of the time teacher educators use Team teaching techniques as well as cooperative techniques and innovative methods. We have provided organized workshops on various innovative practices due to those students have been successfully used and submitted assignment by using these tools. Every year college organizes various educational visit for practical experiences
Examination and Evaluation	we have adopted Continuous Formative assessment policy recommended S.N.D.T.womens university by In the policy we use projects, filed work, assignments, discussion forum, unit test, research project, real time

	feedback, reflective learning diary, portfolio, worksheets are used. Along with this we also use criterion based assessment policies through assessment rubrics, scales and tests. For summative evaluation we use assignments and term-end examination
Research and Development	To develop the research abilities of student teachers we have conducted action research projects
Library, ICT and Physical Infrastructure / Instrumentation	Teacher educators and student teachers have an opportunity to take benefits from College library We have one well-equipped computer lab. Our college has adopted Google Classroom as Learning Management System for blended learning
Industry Interaction / Collaboration	Student teachers participated in various activities organized by Municipal cooperation Nizampur Bhiwandi they helped officials to organize free book distribution campaign in BMC schools. They organized activities for the school children.
Admission of Students	To increase the number of admission, our colleges has constituted admission committee with senior faculty members and office staff to help student to resolve admission related issues. Our faculty members are also organized various online and offline sessions to help students in admission process. As a result we got 100 admissions in our institution. What's App groups are formed for continuous help and guidance to prospective student

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

E-governance area	Details
Planning and Development	College follows the central and state government policy of e governance. For the academic development purpose college has developed computer labs with additional resources, which is helpful in using various learning management systems
Administration	This experience helps us for improve our administrative as well as academic quality. As a means of Paperless work email is an authentic way of communication. Biometric Finger recognition system is installed to record the attendance of the faculties.
Finance and Accounts	For Accounting, College is using Tally software which is a registered

	version. Fully computerized office and accounts section. Cash Book are also maintained which is crossed checked by Management Fortnightly . Accounts are audited from Statutory auditors as per the Rules and regulations of Trust Act Income Tax
Student Admission and Support	For student admission, is through CET admission process online forms are filed first, then the documents are verified and the list of students admitted is displayed online. The counselling sessions for the students are arranged by the college admission committee.
Examination	Exams are conducted in collaboration with MKCL by our university. Everything from the PRN generation to the distribution of exam hall tickets and the announcement of the results was carried out electronically using this system. University has conducted an online examination through the MKCL portal as a result of the Corona Pandemic

6.3 – Faculty Empowerment Strategies

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

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

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)
Nil	nil	nil	Nil	Nil	Nil	Nil
View File						

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	Nil	Nil	0
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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	10	2	8

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Nil	nil	social welfare scholarship

6.4 – Financial Management and Resource Mobilization

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

The college has an effective system for statutory audit. Our internal control mechanism is made up of processes and systems that are meant to protect the assets of the company for accurate financial reporting, efficient operations, and compliance with laws and regulations. The team of employees that work under the qualified statutory auditors, who came from outside sources, checks and verifies every voucher of the transaction that is done in each financial year thoroughly. Similarly, an elaborate external audit is carried out. The institutional accounts are audited by a statutory auditor to make sure that policies and procedures are followed in a reasonable way and that adequate procedures and processes are in place. Inner controls set up are satisfactory. the institution adheres to statutory requirements. It is the responsibility of management to ensure that audit observations and recommendations for the upkeep of a dependable internal control system are implemented in a timely and appropriate manner. When minor errors of omission or commission are discovered by the audit team, they are immediately corrected, and precautions are taken to prevent similar errors from occurring in the future.

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	DEAN
Administrative	Yes	CA	Yes	MANAGEMENT

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

Arranging orientation programme for students along with parents Communicating

views which the students Do not open up to communicate directly to the teachers about the college. Inviting parents to communicate progress of their ward.

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

Encourage our supportive staff to participate in various socio-cultural activities. Awareness about conservation of water and electricity awareness about health and hygiene.

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

1) For the smooth functioning of academic activities, we formed various committees. 2) Activities conducted for student teachers for Communication skill development 3) Encouraged students to use innovative methods in teaching

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Stress management workshop	10/08/2019	07/12/2019	07/12/2019	30
2020	organized workshop on communication skills	10/08/2019	04/01/2020	20/03/2020	35

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Gender equity and human rights	12/10/2019	12/10/2019	35	0
women empowerment and gender equality	07/03/2020	07/03/2020	30	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

1. Plants/trees Plantation has been done in entire campus which consists of maximum Plants. 2. No Polythene Strategies implemented. 3.. Installation of energy efficient lighting 5. Installation of more dustbins for segregation of waste

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	0
Rest Rooms	Yes	0
Any other similar facility	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
2019	Nil	1	09/08/2019	1	community Contact Programme	respect elders35	32
2020	Nil	1	01/03/2020	1	community Contact Programme	role of women in education 32	34

[View File](#)

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

Title	Date of publication	Follow up(max 100 words)
Revised Handbook of CODE OF CONDUCT	01/07/2019	Hand book of code of conduct is developed for teaching staff non teaching staff and students.. students are informed about it during orientation programme. also it has been uploaded on the college web site.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Independence day	15/08/2019	15/08/2019	30
Teachers day	05/09/2019	05/09/2019	35
republic Day	26/01/2020	26/01/2020	40

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

<ul style="list-style-type: none"> • Plastic is banned in institute. • Green landscaping with trees . • Students participate in a campaign like "Go Green" • Awareness about the benefits of plantation of trees. • use eco-friendly material for preparing teaching aids
--

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICE 1 Communication skill "Communication is a way that one organisation member shares meaning and understanding with another." -Koontz and O'Donnell Objectives: • Set clear goals, objectives, and expectations for each class period in a methodical plan. • Engage student teachers sufficiently by including them in extracurricular activities and experiences. • Be enthusiastic about the classroom activities that teachers organize. • Impart the significance of their teaching profession as an instructor and good examples to their students. • student teachers will be able to demonstrate Positive behavior, language, and instructional methods . • Remind students that they are all learners and help them succeed in school. Context: Communicating effectively with students and parents is essential for teachers. Any profession in which you work as a teacher requires you to have strong communication skills. Teachers need to be good communicators and some other ways they can be better at teaching and educating students. Hence if communication skills of student teachers are developed in teacher education college, they will be more confident about their planning organizing and implementing lesson plan effectively. Practice: Two months programme was designed programme was planned and implemented by Ms Bhavna khairnar from ssms senior college, Total activities conducted were based on verbal and non verbal skills. All the activities were spread around the period of two months for first year students. Activities were co-opted in the time table. Student teachers participated in the activities. They had new experience in every session. Some of the activities were as follows 1. Remember and whisper 6. Skip the number 2. Who am i? 7. Positive communication 3. Positive gossiping 8. Remember and create 4. Hear out loud 9. Passing the gestures 5. Think and draw 10. Action reaction 11 Think pair share 12. Watch video and express etc. 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 social 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. They were more confident while interacting with students and teachers during internship programme. Strategies used to overcome any obstacles encountered Student teachers were shy and hesitant to participate in oral communication activities. It took a lot of time for everyone to open up. Initially it was a bit difficult because participants were not co- operating with each other but later it went smooth. Trainer supported and encouraged the participants. Impact Student teachers develop Self- awareness and social skills. Student teaches were more interactive in classrooms . This interaction lead to better clarity in understanding the subjects being taught and developed better understanding about pedagogical skills. Their presentation skills improved. They had good class control during internship programme. They were more confident and were more motivated Majority of students got job placement during internship programme. **BEST PRACTICE 2 BUILDING MENTOR MENTEE RELATIONSHIP** At all phases of teacher educatio, coaching is a recognized part of acquiring and growing new abilities.. In the induction program, teacher educators with more experience teach newly qualified teachers professional strategies and skills. Mentoring is also a good way for experienced teachers and managers to learn how to manage and lead others, which can help them advance to positions with more responsibility. Objectives • College started a Mentorship program in 2012 that has been extremely successful. Its purpose is to assist new student teachers in settling in to the teacher education programme and their fellow students, as well as in resolving any other issues they may be having. • This program is especially helpful for the student teachers , who frequently experience tremendous changes in their current circumstance and assumptions from them. Context In response to the pandemic,

educational institutions around the world immediately went online. Students quickly transitioned from being seated in front of a screen for countless hours to physical spaces that provided them with much-needed social interactions.

Even use of online platform was new for them for their practice teaching lessons. They needed emotional as well as academic support. These student teachers need dynamic assistance, particularly in their beginning of settling down, to hold over the difficulties of their new presence. Furthermore, our mentorship program satisfies that Practice Practice Mentorship days starting off the colleges academic year. Every new student teacher has a teacher mentor on the assigned day, who stays the same for that year. There are approximately 7-8 mentees for each teacher. The student teachers meet their mentors and learn about the intricacies of the program on orientation days. Mentors interact with the mentees constantly. Counseling students about their academic, emotional, and other needs is part of mentorship, in which we take on a greater stake in their holistic development and well-being. The student, who is the most important stakeholder, is encouraged to discuss any learning issues they are having with the tutorial systems or online classes. mentors frequently go about as the sounding board to the student teachers, by which while sharing their difficulties, student teachers are directed to think of arrangements as well. During the evaluation of the specialized method interest and utility, these personal interactions and student feedback also provide valuable input.

Strategies to encounter obstacles encountered This program depends on the responsibility of instructors to make a special effort to mollify the getting teething issues for the approaching student teachers on line. Their goal is to assist the student teachers in gaining self-assurance as they navigate their new environment. Impact Student teachers have called their mentors at extremely late hours to discuss their problems. Occasionally, those stresses may even be caused by difficulties communicating with their parents. On a few events, mentors have participated in advising both the students and their folks to reduce the issues debilitated the students. In the ongoing Coronavirus pandemic, the laid out mentorship program made a difference tremendously in directing the mentees through the different difficulties of remote learning. .

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 Sangh college was established in 2004 with a mission to provide quality education to young women from all strata. The college is renowned for its carefully preserved legacy of values and wide range of stakeholders across the country who represent diverse segments of society. The college has been to provide transformative education to enable student teachers to develop as teachers of competence, compassion and conscience so they evolve as transforming agents in society. We try to prepare and develop competent, innovative and farsighted teachers who can meet the requirements of competitive world and contribute to academic excellence. we provide value-based curriculum and dynamic academic environment for strengthening faith in humanistic, social and moral values as well as in Indian cultural heritage and democracy. College tries to create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education. We create safe spaces for student teachers. Institute plays a critical role in fostering gender sensitivity. Various events are regularly organised to create an intersectional awareness about gender inequalities. College plans activity to make them aware about on women and labour, gender and sexuality, gender and caste, women and

lockdown, laws and rights, and public health and hygiene. Special attention was paid to relevant issues like mental health, sexual identities, and sexual harassment at the workplace. Changing the teaching methodology by encouraging the faculty to make extensive use of e-content and zoom platform to support the classroom teaching. Each employee is designated a few understudies to whom one goes about as a advisor. Webinars, and workshops are open to renowned teacher educators. System for Feedback: Students also provide faculty with feedback at the end of the year. The college regularly organizes activities like field visits, community visit nearby old age homes and special schools and orphanages, and assist them according to their needs. We coach our students to improve their critical thinking and help them achieve their goals. At the same time, we instil in them a positive value system that shapes their outlook and behaviour, giving them a solid foundation on which to stand when faced with lifes challenges. It is expected of the students to become lights to illuminate the society and extinguish all forms of darkness. The college orients its students to pass teacher eligibility tests at all levels in addition to carrying out the activities outlined in the curriculum. In order to obtain employment at various levels of school and college education, candidates must pass eligibility tests. Students at college receive instruction on how to pass competitive exams like the TET, TEIT, and CET. The Maharashtra state Government administers the teacher Eligibility Test to determine whether teacher candidates. We believe that colleges are not just places to learn rather, they are also places where the countrys cultural, social, spiritual, and moral values are promoted to help students develop good character and a balanced personality. when student teachers participate in planning, collaborating, executing, and managing activities in all spheres.

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 the only women's 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 knowledge 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., Student teachers are given as compulsory programme for the development of sound mind and sound body. planning and implementing activities for skill development to improve student teachers 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. In future, we will also organize National seminars /Workshops for student-teachers 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 Institution will promote the research activities 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, encyclopaedias, 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. IQAC 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 outreach programmes to involve girl students in Education.