



Yearly Status Report - 2017-2018

Part A

Data of the Institution

Part A	
Data of the Institution	
1. Name of the Institution	BOMBAY TEACHERS' TRAINING COLLEGE
Name of the head of the Institution	Dr. Mintu R Sinha
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	02222047160
Mobile no.	9869252901
Registered Email	bttcollege1969@gmail.com
Alternate Email	contact@bttc.edu
Address	Bombay Teachers' Training College Mahakavi Bhushan Marg, Near Regal Cinema, Opp. Apollo Hotel, Colaba, Mumbai
City/Town	Mumbai
State/UT	Maharashtra

Pincode	400039																														
2. Institutional Status																															
Affiliated / Constituent	Affiliated																														
Type of Institution	Co-education																														
Location	Urban																														
Financial Status	state																														
Name of the IQAC co-ordinator/Director	Dr.Rajeev I Jha																														
Phone no/Alternate Phone no.	02222047160																														
Mobile no.	9967503945																														
Registered Email	iqacbttc@bttc.edu																														
Alternate Email	contact@bttc.edu																														
3. Website Address																															
Web-link of the AQAR: (Previous Academic Year)	https://bttc.edu/wp-content/uploads/2021/08/AQAR-2016-17.pdf																														
4. Whether Academic Calendar prepared during the year	Yes																														
if yes,whether it is uploaded in the institutional website: Weblink :	https://bttc.edu/academic-calendar-2017-2018/																														
5. Accrediation Details																															
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>A</td> <td>85.50</td> <td>2004</td> <td>03-May-2004</td> <td>02-May-2009</td> </tr> <tr> <td>2</td> <td>A</td> <td>3.20</td> <td>2011</td> <td>08-Jan-2011</td> <td>07-Jan-2016</td> </tr> <tr> <td>3</td> <td>A</td> <td>3.28</td> <td>2016</td> <td>16-Dec-2016</td> <td>28-Aug-2021</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	1	A	85.50	2004	03-May-2004	02-May-2009	2	A	3.20	2011	08-Jan-2011	07-Jan-2016	3	A	3.28	2016	16-Dec-2016	28-Aug-2021
Cycle	Grade	CGPA	Year of Accrediation	Validity																											
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1	A	85.50	2004	03-May-2004	02-May-2009																										
2	A	3.20	2011	08-Jan-2011	07-Jan-2016																										
3	A	3.28	2016	16-Dec-2016	28-Aug-2021																										
6. Date of Establishment of IQAC	04-Oct-2004																														
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
Panel discussion by delegates from Jonkoping University, Sweden	14-Feb-2018 1	100
Campus recruitment	17-Jan-2018 1	50
Swachh Bharat Abhiyaan Rally	02-Oct-2017 1	100
Literary Club activity Extempore	10-Jan-2018 1	100
Road Safety Rally	13-Jan-2018 1	75
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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
BTTC	MRP	ICSSR	2017 545	560000
BTTC	SALARY GRANT	GOVT. OF MAHARASHTRA	2018 365	17894746
BTTC	FREESHIP/ SCHOLARSHIP	GOVT. OF MAHARASHTRA	2018 365	150315
BTTC	MRP	UNIVERSITY OF MUMBAI	2017 180	14000
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

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 File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities

No

during the year?

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

• Workshops to amalgamate curriculum with life and values were taken up by the IQAC • IQAC ensured all add-on courses beyond the curriculum were covered in a flawless manner. Yoga and Aerobics, Models of Teaching, Innovative Strategies of Teaching, Learning Language Digitally, Integrating Technology in Education and Creative Crafts. • Seminars on financial literacy and research were organized for in-house and external faculty members • Student achievements and engagements in intra and inter-collegiate events, field trips, guest and expert lectures, competitions, etc. • Catering to Diversity Celebration of important days throughout the year

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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	Achievements/Outcomes
Escalating Research endeavours	• Dr. Lubna Mansuri received a major research grant from ICSSR. The project is on 'Life Skills Education Program for the marginalised students of eighth standard - an experimental study'. • The college procures psychological tests/inventories for its psychology laboratory every year. These are purchased after taking recommendations of all faculty members. These tests/inventories are then put to use through the B.Ed. Research Projects by the student teachers under the guidance of the faculty members. • The faculty members also guide the S.Y. B. Ed. students in research project.
Incorporating m-learning	? Use of ICT for: ? On line Assessment: Content Test in Science Commerce ? . ?
Strengthening Students' Portfolio.	• To encourage self-reflection amongst the students, they are encouraged to prepare Portfolios which are formative and systematic. Students display their portfolio during Campus Interviews to showcase their talents, skills and academic performance.
Providing a student support mechanism for coaching for competitive examinations like TET, NET/SET, etc.	• The college conducts coaching for the B.Ed. CET Entrance Examinations for the wives and women from the Naval fraternity. This activity is conducted by the College Women development Cell in association with Western Naval Command, Mumbai as Consultancy Services of the college faculty. This year we

conducted CET training from 16th April to 26th April 2018. Candidates from civil society also attended this program. • TET coaching for Elementary level is provided to alumni.

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<p>14. Whether AQAR was placed before statutory body ?</p>	<p>No</p>
<p>15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?</p>	<p>No</p>
<p>16. Whether institutional data submitted to AISHE:</p>	<p>Yes</p>
<p>Year of Submission</p>	<p>2018</p>
<p>Date of Submission</p>	<p>17-Feb-2018</p>
<p>17. Does the Institution have Management Information System ?</p>	<p>Yes</p>
<p>If yes, give a brief descripton and a list of modules currently operational (maximum 500 words)</p>	<p>Yes, Management Information System has been used in practice to store student data such as personal data, Fee, Exam records and library details. Student's attendance is marked in software system by the Biometric Attendance Machines. At the end of every month, attendance report is generated and the students who have below 75 attendance called for counselling by the attendance in charge faculty for corrective measure. Continuous Internal Assessment Test marks are stored in MS Excel MIS and further students' performance is analyzed. It is also uploaded ion the University website once the online portal for submission of internal marks is opened and notified. It also helps track of faculty data such as attendance and performance. But, more importantly, an MIS reduces the workload on teachers by providing quick access to data on any student or a group of students which can be drilled down, filtered, and arranged accordingly within a few clicks. The alumni data is also It also helps to view fee category wise student data, admission status for all class, cast category wise statistical report,</p>

admission fee summary report, library status details etc. Apart from this it let you know exact status of admitted and vacant seats of any class. Details of fee collected, class wise, and fee category wise analysis. Data is the lifeline of every educational institution. We ensure optimum distribution of resources and services to yield maximum benefits to students, teachers, and the management alike. The college creates all databases in various formats to be stored on computers and hard discs. Microsoft Excel is commonly used for easy access and easy retrieval. Data related to Alumni, parents, exam records, placement services, etc. is created and stored in excel sheets. This data can easily be used by all faculty members and by the administrative staff for various purposes. Tally EPR9 is used by the administrative staff for keeping all records of the college related to finances. Salaries, remunerations, income and expenditure are recorded in that software. This is regularly audited as per regulations. SOUL software is used by library for its daily functioning. Software for University Libraries (SOUL) is an stateoftheart integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. The library at BTTC uses SOUL and cataloguing and circulation module are fully operational. All documents are barcoded. Bar coding is done through SOUL software. DSpace for developing institutional repository is in the local server and is maintained by the librarian. Magazines and MRP, along with other publications of the faculty are stored in Dspace. BTTC Shiksha is the institutional LMS and is accessible to all students enrolled at BTTC. Critical Understanding of ICT an Ability Course in the B.Ed. Programme, is conducted through BTTC Shiksha. Teachers put up learning resources on Shiksha to be read by the students enrolled. Students submit their assignments online through BTTC Shiksha.

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

Yes, revision of syllabus is undertaken as per the regulations of university of Mumbai for the B.Ed. Class. The academic calendar is prepared at the beginning of the year and it is uploaded on the website. There is an online system of uploading data as per the college events which helps in documentation. Moreover our college magazine Metamorphosis (2017-18) contains all the information regarding academic activities in addition to various co-curricular activities. The revision is to include current trends & the needs of the students to face the competitive society. The College follows the syllabus approved by the Board of studies constituted by the University of Mumbai. The respective member of the Board of studies meets to discuss the curriculum. Suggestions and necessary updates from members of syllabus committee includes Subject Experts those who are teaching and having a vast experience. Faculty members of the college contribute to curriculum designing by participating in syllabus meetings which are conducted in the respective colleges of education (online discussions held prior to finalization of new curriculum). In the year 2017-18 B.Ed. programme (CBCS) was introduced by the university. Also the college stores previous year's question paper (both hard copy and soft copy) in the library for students' reference. Further college keeps attendance records and it is properly maintained by Attendance incharges and accordingly defaulters list is prepared and they are warned by the faculty incharges and the Principal in order to improve their attendance. The Exam Committee looks into smooth conduct of all exams and timely declaration of results. Our teachers are part of university for setting the question papers.

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
NA	NA	Nil	00	NA	NA

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	NA	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
BEd	Education	03/07/2017

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

	Certificate	Diploma Course
Number of Students	Nil	Nil

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
Innovative Strategies of Teaching	03/07/2017	47
Learning Language Digitally	03/07/2017	47
Yoga	03/07/2017	47
Creative Crafts	03/07/2017	47
Models of Teaching	03/07/2017	47
Integrating Technology in Education	03/07/2017	47
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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	Internships	88
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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>Students At the end of each semester or at the end of the academic year (annual) our principal takes the feedback from each student and it is analysed. The mechanism is that all the students are required to fill in the hard copy provided by the college on different parameters. Later on each student gives feedback on individual teacher, infrastructure, courses which helps us to look at those areas and tries to improvise them. Individual mentoring and counselling is done by each faculty member to students who approach them. In this way students have a win-win situation. Brighter students gain confidence and weaker students can be more open. In Teachers' Mentoring, all the students are divided into groups and each teacher mentors a group of students. The teacher meets her assigned group of students several times during the year. He/she understands the students' difficulties at both personal and academic level. Students are guided by teachers to make a study schedule by themselves and are advised how to study a difficult topics. Further in order to sustain the interest of the student the college also provides add-on-courses, arrange field visits, campus placement, talk by an expert, guest lecture series etc. Teachers Our college has open door policy so whenever a programme gets over the teachers meet the principal and give feedback about the programme in an informal way. So in the near future each teacher takes care about the feedback and tries to incorporate the suggestions given at that point of time. The Principal welcomes all the faculty members feedback and suggestions. Also, a</p>

regular staff meeting takes place where we discuss and feedback given by each faculty member before we execute any programme in the college. Employers Feedback from employers (practising school Principal/ Vice-principal / Supervisor / School teacher with respect to a particular subject help in training the students along with hands on experience. The feedback serves as an important indicator of the course of action to be taken. In order to sustain the rapport with practising schools every year the college conducts a unique program Known as BTTC Week where in school students gets an opportunity to show case their talent in the form of participation in various interschool competitions like poetry recitation competition and drawing competition for both primary and secondary school students. Also another important feature is campus placement which is organised every year by the college and it helps us to bring necessary changes in the course over a period of time. Alumni The college has a registered alumni association where in the college invites the alumni for various programmes over the year as guest lecture, resource person, for demonstration of lesson in a particular subject. Also it provides the regular students an opportunity to learn event management skills, anchoring and hospitality management, develop leadership skills from the alumni. Parents The college also organises a regular parent teacher meeting where in parents are orientated about the various programme which are lined up over the

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education	50	200	50
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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
2017	100	Nil	10	Nil	Nil

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	10	5	2	10
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)

Mentoring at BTTC The institution has developed a systematic mechanism of mentoring over the years. The purpose of mentoring arrangements is to ensure the progress and well-being of the students and quality of

teacher education provided by the institution. The faculty members keep a close watch on students' learning and provide academic and personal counselling to them. Formal Process At the beginning of each academic year, each faculty member is assigned as a mentor of about 12 students (6 or 7 from FYBEd and 6 from SYBEd) to guide their personal, academic and training aspects. The faculty try to get an insight to the student's problems and provide guidance and counselling. The mentor teacher also looks into the effective delivery of the lessons by the students in his mentor group. The faculty members keep track of the students' academic performance. They identify learners facing difficulties and analyze individual cases based on their performance. The profiles of the students are discussed and the learning problems faced by the learners are identified. Remedial classes are designed and conducted to help students overcome learning problems. Some of the follow-up programmes implemented by the college during last year based on the mentoring process are outlined below: Tutorials: After evaluating the first essay written by the students, faculty members analyze the various mistakes done by the students while writing essays. The kind of problems faced by them are identified as, insufficient content coverage, language problems, formation of sentences, grammatical mistakes, spelling mistakes, poor organization of ideas, slow writing speed, incomplete answers, etc. Tutorial classes are organised to help students in overcoming the above-mentioned problems. Library study: Individual students are sometimes encouraged by their mentors to undertake library study before the final exams. In certain cases remedial teaching is adopted. Other mentoring relationships Apart from the assigned mentor, the college recognises that sometimes some students may also feel at ease with some other faculty members. This often happens with the faculty member who is a school in-charge or the pedagogy teacher, etc. In such cases the faculty members develop mentoring relations with such students to give guidance in specific areas. The college also encourages the school teachers and principals of the cooperating schools to mentor the students when they go for internship. Beyond the B.Ed. Programme Many of the faculty members mentor alumni of the institution. This may be in the form of guidance while choosing a teaching position, advanced studies, overseas studies, writing academic papers and even personal issues. At BTTC, the faculty members mentor students in a variety of ways: by helping them get the most from their educational experience, by introducing them to and making them comfortable with a specific disciplinary culture, and by offering assistance in areas which the student seeks support. Other areas include career planning, time management, writing development, and responsible teacher conduct. The mentoring process is taken seriously by all the faculty members. The college has found that the mentoring programme has significant benefits for the student teachers. .

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
100	10	1:10

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
10	10	Nill	Nill	8

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
Nill	00	Nill	00
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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	FYBED	2	14/05/2018	20/09/2018
BEd	FYBED	1	08/01/2018	12/03/2018
BEd	SYBED	4	07/05/2018	16/08/2018
BEd	SYBED	3	16/10/2017	06/01/2018
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The college functions as per the guidelines of the University of Mumbai as per the internal and external evaluation stipulated for the BEd. programme. However, some reforms have been initiated to make up for the perceived gaps in the system. The reforms initiated are as follows: 1. Essay test for 5 marks is prescribed - it is conducted for 20 marks and marks are reduced to 5. 2. Class test for 15 marks is prescribed - it is conducted for 60 marks as per the marks for the final University exam and marks are reduced to 15. 3. Teaching portfolio is prepared by the students over the period of the BEd course which helps students in self-evaluation of their progress during the BEd course. It also helps the college in programme evaluation. 4. While doing the assessment of the students, self-assessment and peer assessment is also embedded in the evaluation process. 5. Pre-practice teaching is conducted in the form of practice of teaching skills. The teacher educators judge their competencies during the practice-teaching and based on outcomes, the students teachers are deputed at different kinds of schools based on their competencies. 6. School supervisors are involved in the assessment process of practice teaching and internships. 7. The students are continually assessed by the the teachers in the mentoring process. 8. Rubrics are used comprehensively to assess the various competencies of the student teachers such as practice teaching etc. The college works on strengthening the CIE system as a part of continuous and comprehensive evaluation

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

<https://bttc.edu/academic-calendar-2017-2018/> Above is the link to the academic calendar on college website. Academic calendar is prepared at the beginning of the academic session where tentative dates/weeks for all the programmes and examinations are decided. This is promulgated on the College website for reference by faculty and staff. As and when the exact dates are finalized for certain events, the dates are included on the calendar. The academic calendar is instrumental in smooth conduct of the programmes in the college. The academic calendar offers students a tentative timeline of activities and programmes of the college. It also gives the tentative dates of the internal assessment such as the essays, class tests, content tests, practice teaching etc.

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://bttc.edu/wp-content/uploads/2020/08/Learning-Outcomes.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
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BEd	BEd	Education	47	47	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://docs.google.com/document/d/10xkGpcvi2F9QNY1-7jXp--YNEFLwJDtP16NDiMjjTUA/edit?usp=sharing>

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
Major Projects	1095	UGC Major Resaerch Project - As co investigator	3.05	1.05
Major Projects	545	Indian Council of Social Science and Research of Social Science and Research- New Delhi	7	2.4

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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
AICTE-ISTE Sponsored One Week Induction Program on A Comprehensive Induction On Best Practices for Effective Teaching Learning Process	n. a.	07/05/2018

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
N.A.	N.A.	N.A	Null	N.A.

No file uploaded.

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
N.A	N.A	N.A	N.A.	N.A	Null

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
N.A	N.A	N.A

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

Name of the Department	Number of PhD's Awarded
N.A	Nil

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)
National	N.A.	20	1.47
International	N.A.	15	2.74

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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
N.A.	6

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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
N.A.	N.A.	N.A.	Nil	0	N.A.	Nil

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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
N.A.	N.A.	N.A.	Nil	Nil	Nil	N.A.

No file uploaded.

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	Nil	7	Nil	Nil

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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
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Street Play, Udaan University Level Competition	Department of Life Long Education (DLLE), University of Mumbai	1	25
Community Work	? Arna Foundation, Thane ? Salaam Balak Trust, Mumbai ? Sanskar India Foundation, Mumbai ? The Salvation Army Foundation, Byculla ? Old Age Home, Mazgaon, ? The Shelter Don Bosco, Wadala, ? Muncher	1	50
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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
N.A.	N.A.	N.A.	Nil
No file uploaded.			

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
Coastal Clean up Drive	Coast Guard Mumbai	Beach Cleaning	1	50
SWS, PEC	DLLE, Mumbai	Street Play, Project	1	100
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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
N.A.	0	N.A.	0
No file uploaded.			

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
National		Nalini	30/11/2017	30/11/2017	5

	Interaction Meeting with Faculty Members (Dr Sabita Mohanty, Dr Sunanda Kumari Mohanty, Dr meenakshi Lath, Dr Rajeev I. Jha, Dr. Priya Pillai)	Devi Womens College of Teacher Education, Bhubaneswar			
State	School Management Educational Advisory Board	Navy Children School, Colaba, Mumbai	01/04/2017	31/03/2018	1
Local	School-based Experiences: Internship - F. Y. B. Ed., S. Y. B. Ed.,	GD Somani High School, Cuffe Parade BD Somani High School, Cuffe Parade Kendriya Vidyalaya 1, Colaba Kendriya Vidyalaya 2, Colaba Kendriya Vidyalaya 3, Colaba Kendriya Vidyalaya, IIT Powai Kendriya Vidyalaya, Bhandup Kendriya Vidyalaya, Mankhurd Dia	01/07/2017	30/04/2018	100
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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
Mindspeak	15/07/2017	(Valid for 5 years) To create environmental awareness, impart training pertaining	50

to environmental protection, conducting activities to propagate environmental values amongst the masses and school children

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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
358609	338906

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Classrooms with Wi-Fi OR LAN	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	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
Soul	Fully	2.0	2006

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	4139	171545	199	20890	4338	192435
Reference Books	11578	1599824	115	45960	11693	1645784
e-Books	4	2200	Nill	Nill	4	2200
Journals	24	23280	Nill	23280	24	46560
e-Journals	4	16524	Nill	19260	4	35784

Digital Database	1	5725	Nil	5725	1	11450
CD & Video	60	6000	Nil	Nil	60	6000
Library Automation	1	27000	Nil	Nil	1	27000
Weeding (hard & soft)	2146	24954	597	37168	2743	62122
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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
Dr. Meenakshi Lath	Discussion Forum on Curriculum	bttc.shiksha (LMS Moodle)	05/04/2017
Dr. Meenakshi Lath	Curriculum, Syllabus, Textbooks T/L Material	bttc.shiksha (LMS Moodle)	05/04/2017
Dr. Rajeev I Jha	FYBEd-Science-2016-17	Classmarker	06/01/2017
Dr. Raju Talreja	Sort it out 1-5 characteristics of a good test	bttc.shiksha (LMS Moodle)	14/03/2017
Dr. Raju Talreja	CET Business Economics	Classmarker	20/04/2017
Dr. Priya Pillai	DECE First Term Exam 2016	bttc.shiksha (LMS Moodle)	05/04/2017
Dr. Priya Pillai	ncf 2005	bttc.shiksha (LMS Moodle)	16/09/2017
Dr. Raju Talreja	What is Instructional Design?	Edpuzzle	08/09/2017
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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	54	26	2	0	0	3	25	0	0
Added	3	0	0	0	0	0	0	0	0
Total	57	26	2	0	0	3	25	0	0

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

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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
No Data Entered/Not Applicable !!!	

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
143562	135562	215344	203344

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)

Routine and unexpected maintenance demands are bound to arise, every education organization must proactively develop and implement a plan for dealing with these inevitabilities. Thus, an organization must plan to meet the challenges of effective facilities maintenance. The institution has well defined policies and procedures for maintaining and utilizing the facilities. The curriculum laboratory is equipped with science apparatus and models. Geographical maps are kept in the curriculum laboratory. If the students require to use the resources for their practice teaching they are issued the resource. The resource is returned to the college after the effective use. Various psychological experiments and tools are procured and utilized for the psychology laboratory. The psychological tools and experiments are used by the students for research based projects as per the guidance of the teacher educator. Library: The library continues to provide book bank facility. Seventeen books are issued to D.El.Ed students under the book bank. On return of the books, the deposit amount is returned to the students. The reprographic service is provided on payment basis. The learning resources are regularly updated on institutional LMS (bttc.shiksha). Sports: The college conducted indoor and outdoor games for the students. Regular stock of the indoor and outdoor games requirements are replenished. For example: The carrom coins or the board powder are procured according to the need. The annual sports is conducted in the backgarden of Municipal Corporation of Greater Mumbai. Date is booked according to our academic calendar and the availability of the ground. The ground is prepared for the track and other events to be held. On the determined date, the various track and other sports events are conducted. Winners are presented certificates. Computers: The ICT laboratory is equipped with the wi-fi connected computers. The students utilize the computer lab for academic purpose. They use the laboratory for research work, preparing digital lesson plans, carrying out tasks and assignments, creating learning resources, etc. The laboratory is also used to conduct classes and practicals for Critical understanding of ICT Course. Classrooms: Classrooms are connected with wi-fi. The teachers and students utilize the computers for computer assisted presentations, browsing, showing relevant videos, screening of films under the Learning Experiential Novel Strategy (LENS) Series, and many more. For few of the topics, the classroom setting is changed according to the need. For example, if the students need to work in groups, the benches are set accordingly or if they are creating/preparing for their seminar presentations, the stage is used for group work. Classrooms are also utilized for conducting guest lectures, workshops and seminars.

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	Priyadarshani	6	30000
Financial Support from Other Sources			
a) National	NIL	Nil	0
b) International	NIL	Nil	0

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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 implementation	Number of students enrolled	Agencies involved
Yoga	08/08/2018	50	College
I smart	04/12/2018	100	College

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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
2018	TET	50	50	5	5
2018	CET	35	50	6	Nil

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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
4	4	3

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
22	50	30	Nil	20	15

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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	Depratment graduated from	Name of institution joined	Name of programme admitted to
2018	2	B.Ed	Mumbai Uni	SNDT	M.A, M.Ed
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	2
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Saraswathi Pooja	College	100
Personality Contest	Inter Colligiate	40
Sports	College	100
CCRT	College	100
Hum-Tum	Inter Colligiate	20
Celebration Of festivals	College	100
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5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nil	Nil	Nil	Nil	Nil	00	NA
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Student- Council is elected by the Principal and staff members after observation of student's behavior and attitude. College has various clubs and focus groups which are represented by different students as secretary and members. Various activities are conducted throughout the year under each club and focus groups. Activities are conducted as follows- BTTC practices co-curricular activities extensively above and beyond academics. It is the formation of focus groups of different pedagogy. The activities conducted by these groups help the student-teachers to recognize their potentialities and enhances their personality. BTTC strongly believes in learning by doing. To fulfill this purpose, activities are taken up to develop physical efficiency. The student-teachers get an opportunity to plan and do activities organized by these four clubs. The following are the clubs related to the subject that they cater to. The club organized morning musings, quizzes to brush-up the student-teachers logical and calculation skills. This initiative was taken up and

executed ardently. Activities like Swatch Bharat and Science Corner were a huge success for the students. The club organized celebrations like Teachers' Day, Independence Day, and Republic Day. Science corner is where experiments are performed by a student or a pair where they put across unknown facts in a simple manner. The objective of science corner was to make science concepts easy to understand for students from other disciplines and explain how science is connected to our daily life. Literary club conducts activities like morning musings and writing quotations on the black board every morning throughout the year. The HM Nagrani English and the Narayandas Hindi extempore competition was conducted by the literary club. Hindi Divas was also celebrated. The club organizes reflective writing on educational movies like Bol, MS Dhoni: An Untold Story, Sound of Music and many more for students. In the library, a wall was decorated with quotes, meanings, new words and charts throughout the year.

"WE CARE" is the motto of this club which is reflected through various activities. The college beautification was looked after by the club where Herb garden and Wall garden were maintained.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

It is registered under Public Trust Act, 1950. The Objectives of Alumni Association are: 1. To keep a roster of all Alumni of college and their pertinent data. 2. Maintaining the updated and current information of all Alumni. 3. To encourage, foster and promote close relations among the alumni themselves. 4. To promote a sustained sense of belonging to the Alma Mater among the Alumni by being in regular contact with them. 5. To provide and disseminate information regarding their Alma Mater, its graduates, faculties and students to the Alumni. 6. To assist and support the efforts of JNGEC in obtaining funds for development. 7. To guide and assist Alumni who have recently completed their courses of study at the JNGEC to keep them engaged in productive pursuits useful to the society. 8. To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the Alumni. 9. To let the alumni acknowledge their gratitude to their Alma Mater. , the institution has an active Alumni Association. i. List the current office bearers: - The list of the current office bearers of Alumni Association of Bombay Teachers' Training College is as follows: - ??Patron: Dr. (Mrs.) Mintu Sinha, Principal, Bombay Teachers' Training College. ??Secretary: Mrs. Meenakshi Rajeev Lath, Faculty BTTC, Mumbai. ??Joint Secretary: Dr. Rajeev I Jha, Faculty, BTTC, Mumbai ??Treasurer: Dr. M.A. Ansari, Faculty BTTC, Mumbai. ??Member: Dr. Mandeep Kochar, Faculty BTTC, Mumbai ??Member: Dr. Bhagwan Balani, Faculty BTTC, Mumbai. ??Member: Dr. Balwant Singh, Lecturer, K.C.College, Churchgate ??Member: Mrs. Swati Bhavik Shah, Lecturer, Jai Hind College, Churchgate ??Member: Mr. Fazal Mogalkhan Shagzaman, Lecturer, Jai Hind College, Churchgate ??Member: Mr. Ashishkumar Lalmani Mishra, Lecturer, Wilson College, Marine lines ??Member: Mr. Sarosh Baria, Teacher, AVM School Bandra.

5.4.2 – No. of enrolled Alumni:

50

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

15000

5.4.4 – Meetings/activities organized by Alumni Association :

The Alumni Day Reunion is organized every year in August or September specially focusing on fostering interaction with the current batch of students. Students

who have excelled in the University examinations are felicitated on this occasion. b. Organizing functions regularly during BTTC Week Celebrations to provide a platform for our alumni and current batch students to interact. c. Celebrating the achievements of our alumni and keeping members informed of the progress events in Bombay Teachers' Training College. d. Judging intra and inter collegiate competitions. e. Conducting demonstration lessons, seminars and workshops on different topics in Education. iv. Details of the top ten alumni occupying prominent positions. i. Ms. Varsha Gaikwad, Former MLA, Dharavi Constituency, Mumbai, ii. Mr. Sabu Joseph, Campus Staff, International Students Inc., USA, iii. Ms. Fatema Bharmal, Teacher and In charge of Indian Cultural Dance Group, Panama Road School, Auckland, New Zealand, iv. Mr. Parmesh Shahani. Editor of „Verve? magazine v. Dr. Sybil Thomas, Principal, St. Xavier's College of Education, Mumbai, vi. Dr. A. N. Mishra, Principal, Rahul B.Ed. College, Mira Road, Thane. vii. Dr. Karuna Gupta, Principal, Guru Nanak College of Education, Bhadup viiii. Mrs. Diana Marfatia, Head Mistress, Dhirubhai Ambani School, Bandra-Kurla Complex, ix. Mrs. Rekha Shahani, Principal, Kamala High School, Khar, Mumbai, x. Mrs. Marzeen Doctor, Principal, Jamnabai Narsee School, Andheri. The office bearers of the alumni association stay in touch with one another as well as with other alumni. The institution makes use of electronic media to reach out to its alumni. All major programmes of the institution are displayed on the website for the benefit of students and alumni. The alumni members also reciprocate with a lot of enthusiasm. They are often a part of intra as well as inter collegiate programmes conducted by the institution. We invite members of the alumni as guest speakers, to conduct demonstration lessons, participate in our seminars and workshops, and to share their experiences with the current batch of students. Some alumni who frequently take up workshops /seminars/demonstration lessons are as follows: • One of the alumni, Mr. Sarosh Baria, currently working with AVM Bandra conducts a seminar on Development of Student Portfolio on regular basis with student teachers of all the courses. • The following alumni members from DECE course are invited to conduct workshops on different topics for DECE students. o Madhu Kedia: Art and Craft, Introduction to Hindi o Hiral Modi: Phonetics o Venetia Mahboobani: Phonetics o Sapna Chhabaria: Indoor Games and Introducing computers to small kids • Heena Inamdar, Kausar Tinwala, Amit Upadhyaya, have been coming to the college to give demonstration lessons in their respective methods. List of IQAC Alumni Members: 2011-12, Divya Jain, Mitesh Gala, Sarosh Baria, Swati Shah 2012-13 Noopura Pathare, Mehjab

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)

Open Door Policy - The management and the principal works on the philosophy of Open Door Policy for the students, faculty and the non-teaching staff. This policy encourages openness and transparency among the management and faculty members. The level of communication is high between the management, faculty and students. The students are free to approach the principal and faculty at any given point of time regarding any personal or academic issue, grievance and suggestions. The faculty members are given the freedom to discuss any issue and policy matter with the principal. Meetings are held to identify the strategies for the issues. There is mutual coordination and understanding between the management, principal, faculty members and students. This policy has been successful in establishing a dedicated faculty and productive team. The students council also take lead in approaching the Principal and faculty with suggestions or issues or problems. They are the mediating link between the students and the leadership. They are actively involved in the decision making process of the institution. Decentralization takes place at all levels. The

management empowers the Principal with the power and authority to take decisions for quality enhancement of the institution. The Principal decentralizes power and authority to the faculty which has a cascading effect. The faculty member in turn decentralizes its power and authority to the students council members. The students council takes or suggests decisions based on the collective participation of the students. Proactive and Participative leadership Style- The management provides financial assistance for academic, human resource, technological, infrastructure and physical facilities to the college. The management has regular meetings with the head of the institution for preparing the annual budget for the academic year. The management regularly inquires for the requisition of academic, human resource, technological, infrastructure and physical facilities. The faculty members are given the freedom to put forth their innovative ideas and valuable suggestions. These demands of the institution are sanctioned by the management and the process of procuring the facilities is carried out. The management encourages the head of the institution and the staff to organize seminars and conferences. Requisite financial assistance is granted to the college for organization of intellectual discussions. The LMC comprises of representatives from the management, principal, teaching and non-teaching staff. Meetings are held twice in a year. The purpose of the meeting is to discuss quality initiatives for the college and procure feedback on the functioning of the college. Mrs Maya Shahani Trustee of the HSNC Board is a part of the IQAC. Her positive attitude and collaboration provides the college with opportunities and connect globally. Any decision regarding the welfare of the institution is done with the consensus of all the faculty members. The responsibilities are decentralized and authority is delegated. Even the students participate in the decision making process. The institution works on the values of democracy and freedom. This develops a sense of "we-feeling" and team spirit. The alumni and the students take pride in associating themselves as a part of "BTTC family".

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	The curriculum of B.Ed is prescribed by the University of Mumbai and the college is given the freedom in the transaction of the curriculum. The college provides Value Added Add-on Certificate Courses are offered beyond curriculum. The following courses are offered- Yoga, Aerobics, Learning Language Digitally, Creative Crafts, Integrating Technology in Education (B.Ed.) Models of Teaching and Innovative Teaching Strategies. CET and CTET training classes are organized and conducted.
Teaching and Learning	The faculty members experiment with innovative and creative pedagogies for the execution of the curriculum. The faculty also tries these methodologies in their teaching learning process depending on the need of the subject

and topic. The following methods are used- Science Corner Demonstrations, Learning through games such as sort it out, auction, etc., Newspaper articles, Seminar method, Consensus Building Method, Flipped Classroom, Blended Learning, Case study Method, Concept Mapping Technique, Documentary Movie, Self-Learning Material, Mobile based application, Supervised Library Study, KWL (Know, Want to Know Learn), Role - Playing, SQ3R, Brain Storming, Cooperative learning Techniques like Jigsaw method, etc. The student - teachers also use these methods in their practice teaching lessons.

Examination and Evaluation

The college follows the examination scheme given by the University of Mumbai. However the college conducts tutorial cycles in every semester. Student portfolios are created and used for placement purpose. Rubrics are used for self, peer and teacher evaluation in practice teaching. The internal results are displayed according to the course wise grades. The faculty members give individual and class-wise feedback of courses. Both written and oral feedback is given. Since the B.Ed programme is based on the criteria of student friendly, the college conducts re- examination. On line Assessment of content tests in science and commerce methods were administered. BTTC Shiksha is a portal on which faculty members upload the required materials. Reference links and study material are also given to students on various subjects. Past years' question papers are available in soft copy on BTTC Shiksha.

Research and Development

Major sponsored research project was awarded by Indian council of Social Sciences and Research, New Delhi to Dr. Lubna J Mansuri on the title "A Life Skills Education Programme of Eighth Standard students of Marginalized Students - An Experimental Study" of Rs 7,00000/ for 18 months. The faculty members takes the initiative to be involved in writing research based articles and papers in UCG and peer reviewed journals . The faculty members have published papers in total reputed journals at national and International level. Approximately 35 papers have been published .

<p>Library, ICT and Physical Infrastructure / Instrumentation</p>	<p>The college is well- equipped with positive learning environment and provides important facilities to the students. The library is updated with the latest books and also provides book bank facilities. The computer laboratory is well maintained with computers and internet. The internet speed has been increased to 50mbps for smooth functioning. Training is offered on the use of Interactive White board and the use of language laboratory for enhancing the communication skills.</p> <p>Infrastructure facilities such as separate rest rooms for boys and girls, common rooms for both. Faculty uses the software on Google form Quiz for Revision in Course 5.</p>
<p>Human Resource Management</p>	<p>The college runs courses from Pre-primary to secondary level. The faculty members provide teaching services in ECEP and D.LE.Ed classes as visiting faculty and the college utilizes its' human resources optimally. They are also involved in the supervision of the lessons in schools, for lesson guidance research guidance. The faculty members conducts workshops and seminars on interview training, time management, study skills, stress management etc. for students as well as for schools and colleges. Alumni are invited to conduct seminars and workshops. Experts are invited from academic and industry background for conducting workshops and seminars.</p>
<p>Industry Interaction / Collaboration</p>	<p>The college collaborated with NCPSL- organized a National conference on Sindhi Language. It is also a centre for Sindhi language learning. 'KA Edu Associates organized a course on the title- Redefining Education, conducted for a week on Professional Development: Global Practices Modules for the SYB.Ed students. Students are sensitized to work with special children in various institutions across Mumbai</p>
<p>Admission of Students</p>	<p>College is a Sindhi Linguistic Minority college. The admissions for B.Ed are centralized. A Sindhi minority student gets admission against the Sindhi Minority quota. The required number of Sindhi students is few and hence the college has to surrender the remaining seats to MKCL.</p>

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

E-governance area	Details
Planning and Development	<ul style="list-style-type: none"> Minutes of the meeting circulated electronic means. Biometric attendance for teaching and non-teaching staff
Administration	<ul style="list-style-type: none"> Alumni Data Base is maintained in electronic form. Student E- mail Ids for B.Ed, are utilized for instant communication with the students. Networking of all computers
Finance and Accounts	<ul style="list-style-type: none"> In finance and accounts, Tally ERP-9 is used for accounting. It can be viewed through Team Viewer by the Management as and when required.
Student Admission and Support	<ul style="list-style-type: none"> Centralized Admission for B.ED Placement services through electronic means.
Examination	<ul style="list-style-type: none"> Centralized Examination of B.ED Maintenance of examination records through E- mode.

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
No Data Entered/Not Applicable !!!				
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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)
2017	Faculty development programme on- Fundamentals of Research - Dr Sethna (U.S)	-	05/12/2017	07/12/2017	12	Nil
2017	Faculty development programme	-	10/08/2017	10/08/2017	12	Nil

on-
English
Teaching
skills by
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Associates

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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
Short Term Course - Encapsulating Gender: An Interdisciplinary Perspective. UGC Human Resource Development Centre , University of Mumbai	2	14/11/2018	20/11/2018	6
Effective Teaching Strategies. UGC Human Resource Development Centre , University of Mumbai	2	11/06/2018	16/06/2018	6

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nil	Nil	Nil	Nil

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Sponsorship for professional growth (fees for International/ National Conferences)	Festival Advance- Diwali	Extension of dates for payment of fees to students and fees to be paid in installment

6.4 – Financial Management and Resource Mobilization

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

The accounts of the college are audited regularly. The Management, i.e. the HSNC Board, does the internal audit and the Chartered Accountant i.e. M/s. Singavi, Oturkar Kelkar, does the external audit. The auditor, before the commencement of the audit, prepares a detailed audit programme. The external

auditor prepares a standard audit programme, which comes into existence from the month of September to March. The auditor provides Certificate to the college after internal auditing . The external audit is done by government officials appointed by the joint secretary. The remaining years audit will be done by the external officials as per the circular issued by the joint director.

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
Various Participating Colleges, Various Participating Schools, Bharat Soka Gokkai, NGO	12300	Registration fees for College Events, Fees for Campus Recruitment. Rent for Use of College Premises
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6.4.3 – Total corpus fund generated

0

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	Submitted online on University of Mumbai Portal	No	Nil
Administrative	Yes	Joint Director	Nil	Singavi OturkarKelkar

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

Parents play an important role and the college gets support from parents in various form . This year, Fatema Contractor a students mother supported in identifying organizations for community work. Judges for competition are provided to college with the help of parent’s resource. A students husband worked as a chef and gave ademonstration on health and nutritious diet. We received a wholehearted support from parents in celebrating Golden Jubilee year of the college.

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

The support staff is provided with 1. Training in etiquette, 2.Spoken and written English and 3. Training in computer skills.

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

1. Conducing school based experiences (Practice teaching Internship activities) at different type of school boards including Intentional schools 2. Strengthening faculty development programmes with special reference to pedagogy and research 3. Interdisciplinary collaboration with colleges and universities
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6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
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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
2017	Workshop on Environmental Awareness	10/10/2017	10/10/2017	10/10/2017	100
2018	Guest lecture on Inclusive Education	19/01/2018	19/01/2018	19/01/2018	45

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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
Morning Musings on various topics	15/07/2017	15/02/2018	90	5
Activity- Concepts of Gender and Stereotyping	22/11/2017	22/11/2017	45	3
Talk- Legal Provisions for Gender Support	05/12/2017	05/12/2017	45	4
Seminar- Contemporary Women Role Models	12/12/2017	12/12/2017	46	4
Financial Literacy Seminar by Mr Nityanand Singh, Financial Consultant, Disha Trust	16/03/2018	16/03/2018	85	4
Inclusive education Seminar	19/01/2018	19/01/2018	85	5

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

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

The college being situated in the most elite business district of South Mumbai, has a small campus and hence there is no alternate solar power supply. There is no power failure, so no alternate arrangements for keeping uninterrupted power supply are needed. The electricity is provided by BEST and is uninterrupted.

However, we ensure our students learn about sustainability through the workshops that we organize for them. We organize workshops, activities and events that lead to sensitization among our students. These may be, Coastguard clean up along with Coastguard, Swachchhta Abhiyan and blended programmes-integrated with curriculum, expert talks, seminars, etc. Our windows and doors are kept open and fresh air is let in. This way, when it is windy, we do not require to use fans and light. Students are also made sensitive to the fact that uninterrupted power supply in our area means being grateful for the privilege rather than misusing it.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	Nil
Provision for lift	Yes	Nil
Ramp/Rails	Yes	Nil
Scribes for examination	Yes	Nil

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
2017	1	1	01/12/2017	5	Visit to Sanskar India Foundation	Addressing the issue of social and conservation awareness	6
2017	1	1	16/09/2017	1	International Coastal Clean up	Addressing the Environmental Issues related to Coastal areas	70
2017	1	1	13/01/2018	1	Road Safety Rally in collaboration with Sanskar India Fou	Addressing the needs of Inclusive Society	45

2017	1	1	01/12/2017	5	Visit to Salam Balak Trust, Andheri	Addressing the issue of orphan children, victims of trafficking and children from the slum areas	6
2017	1	1	01/12/2017	5	Visit to The Arna Foundation, Thane	Addressing the issue of children sex workers	7

[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)
B TTC- Code of conduct Handbook	01/07/2017	Higher education is leadership education. The conduct and values of professionals in higher education institutions heavily influence the future leaders. Institutions of higher education and professional training do not just focus on excellence in academics but also go beyond the curriculum in various aspects of life and living. These institutions practice ethics curricula and they involve their students and faculty in community engagement. They provide value orientation to all stakeholders. It is important that the teaching profession must be raised in status, dignity and integrity. A code of ethics is hence created and uploaded on website for all stakeholders.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Swatchh Bharat Abhiyan Rally	02/10/2017	02/10/2017	55
International Coastal Cleanup Day	16/11/2017	16/11/2017	75
Reduce, Reuse and Recycle Workshop	13/10/2017	13/10/2017	45
Literacy Awareness Programme	09/11/2017	09/11/2017	46
Inclusive education Seminar by Assistant Professor Mary Keefe from La Trobe University Australia	19/01/2018	19/01/2018	85
View File			

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

1. Recycling of paper for reuse in different ways and also for best out of waste activities in the Early Childhood Education Programme 2. Flush tanks with sand bottles for less consumption of water per flush usage 3. Water cooler for refilling bottles. Students are discouraged to buy bottled water and refill from college water cooler. 4. College always supports those who take small initiatives of eco-friendly products and gives them a platform to showcase and display their initiatives. Eg: SIF, tetrs pack recycling, paper recycling initiatives. 5. Panel discussion themes and elocution topics are often selected with the intention of spreading awareness and to sensitize the students about eco-friendly initiatives. 6. We encourage students and faculty to collect books, stationery, clothes and educational resources that can be donated to be used by under privileged section of the society. 7. Extensive use of digital resources like email, Telegram and WhatsApp to share educational resources. 8. Cleanliness Drive

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. The BTTC Week Celebrations–A Platform for Training in Event Management– The College provides student teachers an opportunity to showcase their talents and skills. The aim is to inculcate skills of event management in the student teachers by providing a platform to student teachers to compete and cooperate with their peers with other colleges of education and establish a network with our cooperating schools and other institutions. An exhibition of SUPW products prepared by the DECE student teachers is on display throughout the week. The foremost aim of this entire practice is to stand out amongst the crowd and also to keep our student teachers and teacher educators abreast with the current trends in the educational scenario. 2. Cultural Kaleidoscope: Centre for Cultural Resources and Training - [CCRT] Kit based Regional Cultural Presentation– The purpose of this practice is to create an awareness about the Conservation of the Natural and Cultural Heritage of India and develop an appreciation of the Philosophy, Aesthetics and Beauty inherent in Indian Art, Architecture and Culture. This practice is directed towards student teachers to develop hands on skills in formulating Methodologies for incorporating Cultural Components in the Curriculum and its integration in school activities. The student teachers have explored methodologies for incorporating a Cultural

Component in Curriculum. They have made effective use of CCRT Kit and created awareness among Secondary School students about our rich Indian Cultural Heritage. The practice has also given student teachers an experience of team work as the activity requires a lot of cooperation and team effort. The activity has its roots in respecting cultural diversity which also forms the basis of inclusive education. The practice has also led to a constructivist approach and experiential learning. The institution has received several letters of appreciation from the practice teaching schools for the Cultural Kaleidoscope presentations by our student teachers. The Cultural Kaleidoscope has also had an indirect but major impact on History teaching practice undertaken by the History method group students. The students make a serious attempt to incorporate these ideas into their lesson plans. The students have often borrowed ideas from the presentations and have actually used the Cultural Kit components as instructional aids in the classroom. The cultural component is also correlated with other subjects besides History, and students have incorporated the Core Element of India's common Cultural Heritage into Science, Mathematics, Geography and Language lessons in interesting ways 3. The LENS Series - The LENS Series - Learning Experientially Novel Strategies (since 2007) We live in a world, which is heavily influenced by mass media. Popular culture such as films, television, drama, music lyrics and books often present educational themes in fascinating ways. The LENS Series was introduced in 2007-08, with the intention of drawing lessons from popular culture while making learning a joyful experience for the student teacher. The analysis of popular culture through the lens of the educationist was conceived of as a great way of introducing multiple perspectives about discourses that surround teachers and teaching. The practice also intended to provide opportunities for student teachers to focus on novel strategies. The series marked a shift from traditional lecture based teaching to experience-based learning. An added feature was getting student teachers comfortable with the use of multimedia and technology. The practice was also conceptualized to encourage reflective practice among teachers, while aiming at high interest levels. The practice involves the process of integrating elements of popular culture with the learning process. Learning is intended to take place through team teaching as well as greater involvement of students. An attempt is made to correlate topics from different papers. Reflecting on personal experience and engagement of students in discussion is also an important component of this practice. The outcome of the practice has thus far been very encouraging in terms of the response we have received from the students. The practice encourages reflection, new perspectives, discussion and healthy debate. Communication skills are developed and students actively participate and put forward their points of view. 4. Student Portfolio -The purpose of this best practice is to help student teachers to reflect on their learning and capabilities, communicate personal information through the use of portfolios, develop and maintain record of activities undertaken by the student teachers over time. create evidences for teachers to use portfolios as an assessment tool. This Practice of portfolio development includes collections of student teachers' work representing a selection of products that represent specific student performance. These portfolios of the individual student teachers developed by the institution derives from the visual and performing arts tradition in which student teachers showcase artists accomplishments and personally favored works. They act as a folder containing a student teacher's best pieces and the student teacher's evaluation of the strengths and weaknesses of the pieces. The institution uses portfolios as a record of the activities undertaken over time and to reflect quality of learning. The institution uses portfolio to support cooperative learning and to develop team spirit by offering an opportunity for student teachers to share and comment on each others work. For example, feedback given by the students and faculty in micro and simulated lessons helps in developing confidence among the student teachers. The institution emphasizes

on total involvement of its faculty in assessing student teachers, and portfolios are used for the same. The institution uses portfolios as an assessment tool because, as representations of classroom-based performance, and they can be integrated into effective learning. 5. Science Corner - This practice promotes the quest among students' spirit of inquiry and pursuits methodology of observation and experimentation helped everyone get richer in their knowledge banks and also built confidence in students to present and express themselves in front of other classmates, seniors and professors. Demonstrations are the core component of science teaching. The traditional approach has been DOE (Demonstrate, Observe Explain). However, the science corner demonstrators followed the meta-cognitive and constructivist strategy promoting active learning amongst learners either through a POE (Predict, Observe Explain) approach or a PEOR (Predict, Explain, Observe and Reflect/React/Review/Rethink/Revisit/Reinforce) approach. The idea of the science corner is to develop scientific attitudes science process skills, such as observing, question-raising, hypothesizing, predicting, finding patterns relationships, communicating effectively, designing making, devising planning investigations, manipulating materials equipment effectively, measuring calculating, arranging, classifying, describing, explaining, etc. The students were also engaged in preparing scientific toys, herbarium sheets improvised apparatuses as part of Science Corner activities. Thus, the Science Corner is a transient place of activity change in the premises.

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

<https://bttc.edu/lens-series/>

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

B TTC is very keen at facilitating personal commitment to the educational success of students and thus the Academic committee prepares the academic calendar well in advance before the commencement of the session/semester. The time table is shared with the students that ensures students are well-prepared for the college activities. The college focuses a lot on the Teaching-Learning process and hence, efforts are made to change the Teaching-Learning environment into activity-based learning. Following are the methods adopted to transform the academic environment:

- Technology upgradation in the premises have led to greater involvement of students in participatory online activities, especially through B TTC Shiksha.
- Updating internet facilities and computers is always a priority. Antivirus installation and rewiring help in maximising the output of the technology and computers.
- Changing the teaching methodology by encouraging the faculty to extensively use power point presentation where ever required.
- Extensive use of online content and other Video lectures to support the Classroom teaching.
- Students are encouraged to present poster and oral paper presentations. Seminar is used as a teaching strategy in all classes.
- Activities that involve students in cooperative learning are used extensively.
- Mentoring is an extremely essential part of students' and teachers' routine. Every faculty member is allotted few students to who act as mentors and mentees. The mentoring is done on the academic and personal problems of the mentees.
- The students are encouraged to participate both in curricular and extra- curricular activities.
- Guest lecturers are arranged periodically and eminent persons from the field of academia as well as the industry are invited to address the students.
- The college regularly organizes seminar, workshop, conferences etc. at national level and eminent speakers and experts of national repute are invited frequently.
- Classroom interactions are aided by many more ways of constructivist ways of teacher preparation. Students are involved

through the following experiences: ? Project work ? Visits to special schools and educational community centres ? Presentations and Workshop modes of learning ? Seminars ? Presentations with ICT resources ? Group discussions on relevant curricular and scholastic topics and themes. ? Morning Musings on contemporary themes and ideas. ? Flipped learning ? Blended learning experiences in the college ? Providing access to e-journals and e-books by use of ICT in delivering and learning process • Emphasis is paid to obtain feedback from parents, students, faculty members and alumni through informal contact to obtain information about qualitative changes which are required. • The student council is always involved in the organization of all major events. This helps to inculcate the qualities of co-operation, co-ordination and team work. • Talks and seminars are organized on soft skills for students. • Evaluation is both formative and summative in order to ensure student development and progression. The involvement of students in the Teaching-Learning process helps in strengthening the curricular components and the in achieving improved students understanding in domain knowledge. It also improves results and pass percentage and placements.

Provide the weblink of the institution

<https://bttc.edu/>

8.Future Plans of Actions for Next Academic Year

Future Plans of action 2017-2018 The responsibility for the quality of the existing programmes and activities lies with the IQAC of the college. • Strengthening the research culture: This would be done by encouraging faculty members to apply for and undertake minor and major research projects funded by statutory bodies, like University, ICSSR, UGC, NCERT, etc. • Golden Jubilee Celebrations: The college would prepare for and celebrate the Golden Jubilee (completion of 50 years of the college). This would be done by introducing new events and competitions for the students and other stake holders. Sindhi Dance Competition will be one such highlight. • Upholding the institutional values: The values of the institution have been clearly laid down at various locations in the premises and students are often reminded of them through practice in their daily behaviour. These values are also developed and fostered them among student teachers through competitions and collaborative activities. The college would reflect on the current practices and achieve innovation in the areas pertaining to involvement of students in collaborative efforts. Team Spirit is one such value that the institution asserts. Students and faculty achieve a lot many objectives through the value of team work and collaboration in a multicultural environment. • ICT facilitates for students: The college aims to upgrade the ICT infrastructure in a big way in the next year. This would be beneficial to students and faculty by incorporating ICT based lessons and would strengthen digital lesson plan writing and creation of e-resources as well. This would also enable the strengthening of the other practical components of teacher training. They will be able to use new educational technological tools during their professional practice. • New professional collaborations: The faculty members are motivated enough to maintain the quality of existing courses and programmes. The focus will be on new professional collaborations and engagements to enhance the quality and works for excellence in all educational programmes. • Participative and collaborative learning: Experiential learning has always been a highlight of the institution. This will be continued and constructivist learning approaches would be a major take of faculty and students. Reflective practices would be encouraged among students. • Employability Skills through student and alumni support: Students play a significant role with the responsibility of being the leaders of future. The alumni also would be invited to return back to the college with their experience to train the current batches with fresh ideas. Other experts from industry can use their experiences and services to optimize students' experience. This wider exposure will advance frontiers of professional

knowledge of student teachers. • Eco- friendly campus: The College works for the sustainable practices in the campus. A policy had been drafted to ensure an ecofriendly campus with all the stakeholders. The measures to save electricity and water were discussed and institution protocol was drafted for proper implementation. A paperless college will be adopted to run its academic and administrative affairs.