



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Bombay Teachers' Training College
• Name of the Head of the institution	Dr. Bhagwan Balani
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9372594745
• Mobile No:	9869252901
• Registered e-mail ID (Principal)	drbhagwan@bttc.edu
• Alternate Email ID	contact@bttc.edu
• Address	Mahakavi Bhushan Marg, Near Regal Cinema, Opp. Apollo Hotel, Colaba
• City/Town	Mumbai
• State/UT	Maharashtra
• Pin Code	400001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Grants-in aid				
• Name of the Affiliating University	HSNC University, Mumbai				
• Name of the IQAC Co-ordinator/Director	Dr. Mandeep Kaur Kochar				
• Phone No.	22047160				
• Alternate phone No.(IQAC)	22845856				
• Mobile (IQAC)	9820687605				
• IQAC e-mail address	iqacbttc@bttc.edu				
• Alternate e-mail address (IQAC)	contact@bttc.edu				
3.Website address	https://bttc.edu/				
• Web-link of the AQAR: (Previous Academic Year)	https://bttc.edu/wp-content/uploads/2021/08/AQAR-2019-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://bttc.edu/wp-content/uploads/2021/12/Final-AC-2020-21-FY-and-SY-29-Oct-21.xlsx-Academic-Calendar-B-Ed-20-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	A	3.28	2016	16/12/2016	15/12/2021
Cycle 2	A	3.20	2010	08/01/2011	07/01/2016
Cycle 1	A	85.50%	2004	03/05/2004	02/05/2009
6.Date of Establishment of IQAC	10/04/2004				
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Seminar Grant for the seminar title	Seminar Grant	National Council for Promotion of Sindhi Language (NCP SL)	06/01/2021	150000.00
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		2		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
1. Webinar Series and Seminars by IQAC Members (Dr. Mitesh Gala, Ms Fatema Contractor, Mr. Sarosh Baria, Ms. Monika Teckchandani, Ms Venetia Mahboobani)				
2. Placements Cell Support for current Batch Students in the schools by IQAC Members (Principals / Admins/ Teachers & Parent Reps)				
3. Environmental Educational Series (5 Sessions 10 hours Course) by Sanskar India Foundation (IQAC Member)				
4. Institutional Collaboration with Global Dialogue Foundation (GDF)				

by HSNB, Trustee Mrs. Maya Shahani (2020 Onwards)

5. Medical Support by Indu Clinic and Dr. Sameer Trivedi (Medical Practitioner) and Yoga Webinars cum Workshops by Ms. Naina Dariyanani (Alumni cum IQAC Member)

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Collaboration with Secondary Schools, Junior Colleges and Degree Colleges	FDPs were organized at the National level to train teachers
Strengthening Collaboration with GDF (Global Dialogue Foundation)	Students were taken as Interns under GDF Mentors to carry out social endeavours
Syllabus revision for B.Ed. programme	Including Educational Research, 21st Century Skills, Yoga Education, Environment Project courses
Organizatiuon of Webinars to strengthen the professional repertoire of teacher trainees	Social Etiquettes, Mindfulness, Social media indulgence, artificial intelligence, Social and Emotional Learning, and many more relevant topics and themes
Digitizing and strengthening Best Practices	Scaffolding Digital Competences, LENS Series, Science Corner, Cultural Kaleidoscope, e-portfolios, Ru-ba-ru, were digitally executed
Online Campus Placements	More than 50% students were placed through online campus selection drives conducted in phases

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CDC (College Development Cell)	18/04/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
Yes	26/02/2022

15. Multidisciplinary / interdisciplinary

Bombay Teachers' Training College has become a cluster College of HSNC University from 30th October, 2019. Now from this day onwards the three colleges, HR college, KC College and Bombay Teachers' Training College have become a constituent college of HSNC University, Mumbai. As the result of that, Bombay Teachers' Training College has become a part of the multidisciplinary environment. So, BTTC will have all the advantages of the human resources, Technical Facilities, Infrastructural Facilities as these facilities are shared by the three constituent colleges. Thus, being an interdisciplinary, single faculty teacher education institution, we have a multidisciplinary environment as a constituent college.

16. Academic bank of credits (ABC):

For the benefit of Academic credits, HSNC University, Mumbai will register with the UGC's portal. Academic Bank of credits now henceforth will support all the students who will passout from the HSNC University, Mumbai. The credits for certificate courses and various other programs of different disciplines issued by the HSNC University, Mumbai will be uploaded on the DigiLocker of UGC and the students will be able to access their earned credits through their respective Academic Bank accounts.

17. Skill development:

BTTC offers programs from KG to PG & PG Plus courses. College is a research centre for Ph. D in Education. BTTC provides 21 century skills- media literacy, digital literacy, information literacy, research skills, critical thinking skills and higher order thinking skills.

College conducted value-added webinars on Models of Teaching, Yoga, Art & Craft for Teachers, ICT Skills, Communication Skills, social etiquettes, entrepreneurship skills, etc. So, as a result, all the needed skills required for teaching profession and training to teacher at all levels are available at Bombay Teachers' Training

College.

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

To impart and integrate knowledge of Indian Education system, Indian languages and culture of all states, Bombay Training College follows its Best Practice as Cultural Kaleidoscope. Through the presentations of Cultural Kaleidoscope, and integration of values of multiculturalism, the best value system of all cultures is imparted. BTTC is Collaborated with Global Dialogue Foundation for the same and Student Teachers undergo the mentorship of different faculty members and the mentors of Global Dialogue Foundation. On certain days they undertake social projects and contribute not only to the national development but widen their horizon to international boundaries. They use their competencies and relate their experiences to teaching profession.

Lesson plans in all pedagogies for practice teaching during Internship incorporate the Core Elements of NCF- 2005.

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

All the programs designed by Board of Studies in education have been drafted keeping in mind the outcome based education outline by UGC. The learning outcomes of each course are mapped against pre-determined course objectives.

20.Distance education/online education:

Distance and Online Education programmes are not offered by Bombay Teachers' Training College.

Extended Profile

2.Student

2.1

97

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	25
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	47
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	47
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	50
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	4,54,000.00
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	50
Total number of computers on campus for academic purposes	

5. Teacher	
5.1 Number of full-time teachers during the year:	09
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	11
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Yes, the institution ensures effective curriculum delivery through a well-planned and documented process by having a regular staff meeting as and when the situation arises. The college conducts annual meeting well in advance before the academic session begins and accordingly the portfolios are distributed among the staff members for the smooth functioning of the various (both curricular and co-curricular) activities throughout the year. Even a follow up meeting is taken at the end of the academic year in order to review the activities which were planned during the entire year.</p> <p>The college prepares a regular time table for both the classes (F.Y.B.Ed. & S.Y.B.Ed.) on weekly basis, semester wise and it is communicated to the students well in advance for the upcoming week by displaying it on the college notice board (offline mode) & by emailing and whatsapp (online mode - especially during pandemic). Along with regular lectures, webinars, guest lectures, seminar, workshops, tutorials, orientation of practicum and theory lectures. Student teachers are well informed in advance about internal assessment.</p> <p>The college also offers add on courses and college website is updated on a regular basis.</p>	

Revision of syllabus is undertaken as per the regulations of HSNCT University, Mumbai.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all

B. Any 3 of the Above

programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://bttc.edu/wp-content/uploads/2020/08/Learning-Outcomes.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

9

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year	
1	
1.2.2.1 - Number of value-added courses offered during the year	
1	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
47	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
47	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Two of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

15

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

15

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

During the year 2020-21 instead of pandemic the college conducted

number of webinars on the given topics in order incorporate and give exposure to the student teachers.

The list of the following webinars on the topics of

1. A fundamental or coherent understanding :

- Training Teachers for Artificial Intelligence in Schools-
- Global Dialogue Foundation in collaboration with BTTC organizes Cultural Kaleidoscope
- FDP on Preparing an Inclusive Classroom

Webinars

1. Procedural knowledge :

- FDP on Emerging Pedagogies for the 21st Century Classroom
- Educational Leadership
- 'Education: Beyond Borders, Without Barriers'
- Teaching Learning Strategies for Outcome-based Education

1. Capability to extrapolate :

- College Women Development Cell organises -
- Online International Conference on "Gender Mainstreaming: Global Perspectives"
- BTTC organises "Global Day of Love & Oneness" in association with Global Dialogue Foundation Programme
- Webinar by Mr. Amit Sharma 'Professional Growth in Digital Marketing for Teachers' Shahani Group COO
- Three Days National Webinar - BTTC WDC in collaboration with FIT India and Bio-Logics Nutrition Clinic
- Women Development Cell organizes International Women's Day celebration

Skills/Competencies :

- Webinar on "Let's Talk Etiquette' ~ Ms.Yogeeta Borkar -Skills/Competencies
- College Women Development Cell of BTTC & MMK College organises -Webinar on Cybersecurity by Mr. Sachin Dedhia - Skills/Competencies

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective by giving exposure to different schools during internships, Community Work & Visit to Special Schools (ADAPT).

In each semester student teachers gets an opportunity to familiarized themselves with the diversity in school system in India with respect to:

- Development of school system
- Functioning of various Boards of School Education
- Functional differences among them
- Assessment systems
- Norms and standards
- State-wise variations
- International and comparative perspective

through (UH-FED-104 Ability Enhancement Courses (AEC) 21st Century Skills

UH-FED-210 -Ability Enhancement Core Course - Critical Understanding of ICT

UH-SED-310 Ability Enhancement Core Course - Drama & the Arts in Education

UH-SED-406 Ability Enhancement Core Courses (AECC) Yoga Education)

and also through practicum courses like

Practicum Course 1: Community Work & Cultural Education Project

Practicum Course 2: Teaching Skills, Practice Teaching & Internship

Practicum Course 3: Practice Teaching and Internship, Environment project

Practicum Course 4: Internship & Remedial teaching, Research Project

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

In each semester student teachers gets an opportunity to derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme through

Practicum Course 1: Community Work & Cultural Education Project

Practicum Course 2: Teaching Skills, Practice Teaching & Internship

Practicum Course 3: Practice Teaching and Internship, Environment project

Practicum Course 4: Internship & Remedial teaching, Research Project

Also the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field by conducting webinars on regular basis which are as follows

The list of the following webinars are as follows

1. Global Dialogue Foundation in collaboration with BTTC organizes Cultural Kaleidoscope
2. 'Training Teachers for Artificial Intelligence in Schools' - Four-day FDP organized by Machine Intelligence Research Labs, USA in collaboration with BTTC
3. FDP on Preparing an Inclusive Classroom
4. Educational Leadership by Mr. Paul Machado Director & Former Principal of Champion School
5. FDP on Teaching Learning Strategies for Outcome-based Education Session 1 - OBE & Four Quadrants Paradigm
6. FDP on Teaching Learning Strategies for Outcome-based Education Session 2 - Technology-integrated Teaching-Learning Strategies
7. FDP on Teaching Learning Strategies for Outcome-based Education Session 3 - Immersive Technologies for Student Engagement
8. FDP on Teaching Learning Strategies for Outcome-based Education Session 4 - Differentiated Assessment Strategies & Case Studies
9. One Week National Level FDP - Tools for Synchronous & Asynchronous Classrooms

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is

Feedback collected, analyzed and

processed and action is taken; feedback process adopted by the institution comprises the following	action taken
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
50	
2.1.1.1 - Number of students enrolled during the year	
50	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	
NA	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
4	

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

1

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

1

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Assessment is done by mentor teachers at entry level to identify different learning needs of students and their level of readiness to undergo professional education. An orientation programme is organized in the initial days of a new batch of students. Rubaru (ice-breaking) session is organized wherein the communication

skills, attitudes and talents of the new batch students are uncovered. Besides this, professional clubs related to pedagogies are formed to give students exposure to a variety of non-formal learning situations. Best practices of the institution further provides opportunities to develop professional competencies. Each mentor teacher observes the student teacher by giving them activities of various kinds such as individual and small groups. In order to know their level of readiness, each teacher mentor rates them on a scale from Needs Improvement to Excellent.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for

Three of the above

catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

7:1

2.2.4.1 - Number of mentors in the Institution

7

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Teacher preparation requires training students from non-education disciplines to develop competencies in teaching and learning pedagogies as well as core courses. The teacher educators engage the

students in multiple modes such as:

- Jigsaw Cooperative Technique
- Exploration of few Psychological Tests
- Brainstorming for illustrations of Maxims and Correlation and Principles of E M and Issues related to gender in school
- Scaffolding Digital Competencies and ICT Tools, Demonstration of Wordle & QR code generator, Nearpod Presentation, Menti.com for Leadership, Padlet for Crisis Management and Basic Skills and importance
- Cultural Performances, Presentations on Co curricular Activities
- Seminar cum Workshop, Discussion & Narration on Bloom's Taxonomy & Lesson Planning, DPSP curriculum construction, Role of NGOs for gender equity, Language Registers, Challenges faced by an English teacher
- Visit to Financial Institute and Special School
- Report on Current Affairs
- Interview Technique, Rating Scale
- Videos on Gender and Tribal Communities
- Student prepared videos for career counselling
- Mind Map
- Role Play
- Gaming- Speed Match for Principles of Time Table and Bike Racing for Process of staff meeting
- Spiral Crossword - Parent Teacher Association
- Buzz Groups for Gender bias in School
- Flipped Classroom - National Policy for Empowerment of women

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://bttc.shiksha/moodle/
Any other relevant information	View File

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

95

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.youtube.com/watch?v=ydbOGkO8nps&list=PLvOpWEYZVE91eywF1-uz4dZRTQtpt0iB6
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students. Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity, conduct of self with colleagues and authorities, balancing home and work stress, keeping oneself abreast with recent developments in education and life.

The faculty members keep a close watch on students' learning and provide academic and personal counseling to them.

At the beginning of each academic year, each faculty member is assigned as a mentor to guide their personal, academic and training aspects.

After evaluating the first essay written by the students, faculty members analyze the various mistakes such 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 organized to help students in overcoming the above-mentioned problems.

Individual students are sometimes encouraged by their mentors to undertake library study before the final exams.

Apart from the assigned mentor, faculty members who are a school in-charge or the pedagogy teacher, also mentor the students. The college also encourages the school teachers and principals of the cooperating schools to mentor the students during internship.

Few students intern at Global Dialogue Foundation that gives the

students a global perspective and experience.

Students are mentors to fellow classmates under the Scaffolding Digital Competencies (SDC) activities.

In College Magazine preparation, the students are mentored by all faculty members to create an authentic and comprehensive annual report of the college.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

The faculty members experiment with innovative and creative pedagogies for the execution of the curriculum. The faculty also attempts to use new methodologies in their teaching learning process depending on the need of the subject and topic.

Case 1:

Students were trained in Digital Tools and due to the mentoring programme under the best practice of Scaffolding Digital Competencies, they developed expertise which prompted the college to conduct FDP for school teachers Jul 31, 2020 wherein they acted as Resource Persons.

Case 2:

Students were trained in Research methodology whereby Ms Yashvi Gada (<http://www.aarhat.com/erj/wp-content/uploads/2021/12/29>).

The following ways the teaching learning nurtures Creativity, innovativeness, intellectual and thinking skills, empathy, life skills:

Science Corner Demonstrations, Scaffolding Digital Competencies, 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, Brainstorming, Cooperative learning Techniques like Jigsaw method, ICT tools - Quiz, Kahoot, Pawtoon etc.

The student - teachers also use these methods in their practice teaching lessons.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of

Five/Six of the above

Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above
2.4.3 - Competency of effective communication is developed in students through several	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/

Four of the above

developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

1. Selection/identification of schools for internship: participative/on request

The college has good rapport with neighboring schools. The faculty members have developed contacts with various school principals, faculty members and alumni working in schools.

2. Orientation to school principal/teachers

Each faculty member of the college is assigned incharge of a particular school. The practice teaching incharges prepare a document detailing the activities for internship. Then the faculty incharges interact and orient the school principal and teachers respectively.

3. Orientation to students going for internship

The internship incharges orient the whole class regarding the requirements and protocol to be followed. Thereafter the meeting with school teacher incharges take place.

4. Defining role of teachers of the institution

Teacher educators play the role of lesson guides, supervisors and mentors in guiding the internship activities of the student teachers.

5. Streamlining mode/s of assessment of student performance

During the pandemic, a google form with rating scale was developed

and administered for streamlining and collating the feedback by peer and school teachers.

6. Exposure to variety of school set ups

Our student teachers have been exposed to a variety of school setups, such as CBSE, Maharashtra State Board, ICSE Board school. The PG qualified teachers were offered junior college internship experiences.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

47

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Role of teacher educators

Teacher educators play the role of lesson guides, supervisors and mentors in guiding the internship activities of the student teachers. This takes place in small groups.

Role of school principal

The school principal grants permission and facilitates the time table and allotment of duties to the student teachers in collaboration with the teacher educator.

Role of school teachers

The school teachers are the class teachers, subject teachers, and supervisors who guide the student teachers respectively in their respective capacities.

Role of peers

The peers observe the lessons of each other and provide constructive feedback. They also prepare the weekly time table and allot lessons and other duties to the members.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	Two of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	

10

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

10

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

2.5.3 - Number of teaching experience of full time teachers for the during the year

10

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

In house discussions on current developments and issues in education

The teacher educators regularly discuss contemporary issues and policies during the staff meetings. Implications of NEP 2020, Outcome based Education, use of LMS like Google Classroom, BTTC Shiksha, digital tools, Google Workspace, role of Artificial Intelligence, Cultural Heritage Education, important National Days and Events, community work, curriculum framework and transaction, innovative pedagogies, choice based credit system, self learning evaluations, educational research areas and methodologies, club activities and collaborations among many others.

Share information with colleagues and with other institutions on policies and regulations

The college faculty have been invited as resource persons by various esteemed institutions to deliberate on diverse topics in webinars and Faculty development programmes like Google Classroom - 4 quadrants, Outcome based education, innovative pedagogies, Mixed Methods Research, Experimental Research, Academic Writing, Case Study, Inferential Statistics, Plagiarism, Reference Management Systems, Mindfulness, Well being during Covid Pandemic, and others.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Though the college operates as per the guidelines of the University of Mumbai for SYBED and HSNC University for FYBED as per the internal and external evaluation of the BEd. programme. However, some reforms have been initiated to make up for the perceived lacunae in the system.

The procedures adopted and reforms initiated are as follows:

- MCQ tests are given to the students for practice.
- Essay tests were conducted online on LMS BTTC Shiksha on Moodle Platform.
- Class test for 15 marks is prescribed - it is conducted for 60 marks and marks are reduced to 15. Also an Essay test for 5 marks is prescribed - it is conducted for 20 marks & marks are

reduced to 5.

- Pre-practice teaching skills are conducted.
- School supervisors are involved in the assessment process of internships.
- Teaching portfolio is prepared by the students over the period.
- Theory courses - 40 marks internal assessment (10 marks SLE + 10 marks Assignment + 05 marks Essay + 15 marks Class Test)
- Ability Enhancement Courses (5 Assignments of 10 marks, totalling to 50 marks)
- Practicum as per the different components prescribed semester wise in the syllabus of the respective universities.
- Prompt feedback by the teachers.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Two of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

There is complete transparency with respect to examination and internal assessment. The college follows the criteria prescribed by the university. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester. The internal assessment test schedules are prepared as per the university guidelines & academic calendar of the college and communicated to the students well in advance. The student teachers are oriented to the mechanism of internal assessment to be followed in the semester. To ensure proper conduct of formative tests, two supervisors are assigned to each hall. Question paper is set according to the portion announced in advance. Evaluation is done by the course handling faculty members within a week from the date of examination. Qualitative and constructive personal feedback is provided by the respective faculty to the individual student teachers and any grievance is redressed immediately.

If students are facing any problems, they are solved by the institution examination incharges. The grievances during the conduction of online/theory examinations are considered and discussed in consultation with the Principal and if necessary forwarded to the university by examination section. As the number of students are maximum 50 or less there has been no official grievances that needed to be formalized in written form. Mutual consultation with the faculty members has resolved the minor issues that might have emerged during the course.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Academic calendar was discussed and prepared in advance by the faculty members. The academic calendar of the second and first year was aligned with the term arrangements and examinations as declared by the University of Mumbai and HSNV University respectively and was prepared week-wise. The specific dates of the various curricular and

cocurricular activities were finalized. The dates of the essays and class tests along with the other internal assessments and content tests were planned. The academic calendar was put-up on the website of the college for reference by students and faculty. This ensured the smooth functioning of the institution. The academic calendar was modified to accommodate the constraints posed due to the lockdown and the pandemic situation. However in spite of the pandemic the college faculty and principal quickly reorganized and utilized the online Zoom platform and classes continued online. Several webinars were conducted throughout the pandemic. The University examinations were delayed. The link for the academic calendar is displayed on the college website is <https://bttc.edu/wp-content/uploads/2021/12/Final-AC-2020-21-FY-and-SY-29-Oct-21.xlsx-Academic-Calendra-B-Ed-20-21.pdf>

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The main programme outcomes are:

Programme Learning Objectives (PLO)

PLO1

Professional awareness & Attitude

PLO2

Interdisciplinarity (Understanding of Disciplines and school subjects)

PLO3

Communication Skills

PLO4

Understanding Learner Psychology

PL05

Differentiated Pedagogical Interventions Skills

PL06

Responsible and Ethical Integration of ICT

PL07

Facilitating Learning (Scaffolding & Mentoring)

PL08

Classroom Management Competencies

PL09

Differentiated Assessment & Evaluation Competencies

PL010

Global Teaching Competencies

PL011

Research Skills & Application

PL012

Lifelong, Life wide and Life deep Learner & Change Agent

The teaching learning process of the institution is aligned with the stated PLOs and CLOs in the following ways:

1. Regular teaching-learning courses in all semesters.
2. Inviting experts from different academic and skill competencies in the form of webinars.
3. Internship Programme with Teaching Skills lessons, Simulated Lessons, Peer Observation and Feedback.
4. Cultural Education Programmes (Cultural Kaleidoscope)

5. Scaffolding Digital Competencies (SDC) - A mentoring programme for developing ICT skills.
6. Science Corner activities for propagation of Scientific temper and appreciation of Science and scientists.
7. Club Activities - Literary, Social Sciences, Science- Math and Eco clubs, for professional development.
8. Learning Experientially Novel Strategies (LENS) for connecting popular culture with teacher education.
9. E-Student Portfolios, YouTube Channels and Digital Footprints creation of the students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

PLO1

Professional awareness & Attitude

PLO2

Interdisciplinarity (Understanding of Disciplines and school subjects)

PL03

Communication Skills

PL04

Understanding Learner Psychology

PL05

Differentiated Pedagogical Interventions Skills

PL06

Responsible and Ethical Integration of ICT

PL07

Facilitating Learning (Scaffolding & Mentoring)

PL08

Classroom Management Competencies

PL09

Differentiated Assessment & Evaluation Competencies

PL010

Global Teaching Competencies

PL011

Research Skills & Application

PL012

Lifelong, Life wide and Life deep Learner & Change Agent

The institution Maps the PLOs,CLOs with Internal Performance in terms of the students' marks and determines High, Moderate and Low levels of attainment of the same. Accordingly appropriate actionsfor

improvements are planned.

The teaching learning process of the institution is aligned with PLO's as follows:

(i) Content Competency

Through content enrichment and self study.

(ii) Pedagogical Skill

Through the pre-practice teaching skill based lessons.

(iii) Professional ethics

Through Internship training & various college activities.

(iv) Effective Communication

Through Co-Scholastic activities such as clubs & best practices.

(v) Environmental Awareness

Through Eco-club activities and an elective course on environmental education.

(vi) Classroom Management Skills

Through Observation of the school teachers, peer observation and peer feedback.

The internal tasks, assignments and Self learning evaluation is guided and supervised by the teacher educator.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

48

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

In B.Ed. programme student teachers from different disciplines take admission. Some are Post Graduates and the rest are Graduates. Assessment of such a diverse lot of student teachers is a challenge for the teacher educators. Our college adopted a mechanism of assessment as regulated by NCTE and University of Mumbai & HSNC University, Mumbai.

B.Ed. CURRICULUM FRAMEWORK University of Mumbai

Courses

Credits

External Marks

Internal Marks

Total Marks

Semester1

Total

24

180

220

400

Semester 2

Total

24

180

220

400

Semester 3

Total

30

180

320

500

Semester 4

Total Credits

33

180

320

500

TWO YEAR B.ED. CURRICULUM FRAMEWORK HSNC University

Courses

Credits

External Marks

Internal Marks

Total Marks

SEMESTER 1

16

180

220

400

SEMESTER 2

24

180

420

600

SEMESTER 4

20

180

320

500

TOTAL CREDITS

80

780

1320

2000

The internal tasks and assignments and Self learning evaluation of each theory course is guided and supervised by the teacher educator. Accordingly constructive feedback is given to each individual student teacher.

Internship and Research Project preparation and monitoring is done under respective pedagogy specific teacher educator and lesson guides throughout the semesters and constant guidance and feedback is provided for further improvements.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://bttc.edu/wp-content/uploads/2022/12/BTTC-S-Y.B.Ed_-2020-21-Student-Satisfaction-Survey-Responses-file.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

01

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

1

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Four of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

33

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

04

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

9

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

47

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

47

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

47

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The students take up the Extension Work affiliated to the Department of LifeLong Learning, Mumbai University. The extension work aims at sensitizing the students towards the issues and phenomenon existing in the current scenario.

It provides a platform to the students to engage in various activities at the grass root levels enabling each one to understand in depth the prevailing life conditions.

Following projects are taken up: a. Survey of Women Status b. Population Education Club c. National School of Open Learning

In the above mentioned projects, the students conducted surveys to identify the issues faced by women in their nearby localities as well as their awareness regarding their rights. The students also conduct various lessons across schools of different boards to spread awareness about various topics such as Pollution, Right to Vote, Global Warming, Old Age Homes, etc. among the students.

"Community service is helping people, but also gaining an understanding about each other and a sense of human compassion."

Names of some organizations are given below:

- Shraddha Charitable Trust, B. Desai Raod, Mumbai- 400 026
- Fellowship of the Physically Handicapped, Haji Ali, Mumbai - 400 034
- Om Creations Trust, Dr. E. Moses Road, Mumbai - 400 011
- Shree Rajendra Honeycomb Children Home (Bal-Ashram) Bhayendar (E) - 401 105
- Cheshire Home, Mahakali Caves Road, Andheri (East) Mumbai - 400 093
- Kalyan Mahila & Balak Seva Sansatha, Khanda Colony, New Panvel (W) Navi Mumbai - 410 206

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year	
6	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
6	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
8	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institution has adequate facilities for Teaching-Learning as per the requirement by statutory bodies.

The institutional LMS- Moodle btcc.shiksha gained more strength during the pandemic. The classrooms are equipped with LCD/LED projectors. Full college is under the surveillance of CCTV cameras. During 2020-21 college purchased two accounts of Zoom (web conferencing tool) for online teaching-learning purposes.

All the classrooms are fully equipped with CCTV and LCD projectors attached to computers with internet facilities. Wifi internet facility is available on all the floors. Two separate Wifi lines are purchased for all the floors.

Curriculum laboratory has various aids like maps, geometrical instruments, scientific models, etc which are issued to the students as and when required during internship. The Research Cell has desktops for browsing relevant information, etc.

Ladies Common Room stores the sports equipment utilized for indoor and outdoor games. The arts and craft room displays artifacts created by students. The Psychology Lab is furnished with psychological tools, tests and instruments for conducting experiments and research.

The computer lab is equipped with more than 30 computers, web cameras and headphones.

Library provides the latest learning resources such as textbooks,

reference books, journals and internet facility.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

9

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://btcc.edu/infrastructure/
Any other relevant information	No File Uploaded

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

11.3

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The college has done automation of the library using the Library

Management Software and provides e-journals and books and even remote access to e- resources of the library especially during the Covid19 pandemic and subsequent migration to online mode of education. The students were provided with links of online resources, NLIST database from INFLIBNET access during this time. Many free LMS were used to connect with students such as CANVAS. The books available freely on the internet were provided through this platform. Whatsapp facility, BTTC Shiksha, Google Drive etc. were used to provide photocopies/scanned copies of few pages from the textbooks during the lockdown period for referencing for examination.

Our college library, uses Soul IIMS for creating library databases since 2004. All the books are barcoded and issue and return facility is carried out through the LMS.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://hsncukrc.slimkm.org/iOPAC
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The institution has subscribed to three e-journals from Sage Publications and N-LIST Database from Inflibnet. The username and passwords are provided to students to access the N-List remotely. Downloaded articles from e-journals are uploaded on BTTC Shiksha (LMS). The students and faculty have access to the same. The e-journals are Contemporary Education Dialogue, Higher Education for the Future, and Journal of Education for Sustainable development. The open e-resources and their links are shared through WhatsApp, BTTC website and BTTC Shiksha. PDFs of Books that are available freely are shared regularly with students.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Two of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.52

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

120

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://bttc.edu/wp-content/uploads/2023/02/4.2.5-Library-Attendance-Sheet-2021-22.pdf
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Institution regularly updates ICT facilities such as sound systems, LCDs, Smart Classrooms etc. During the pandemic, the institution purchased two accounts of Zoom for imparting online mode of education. The college purchased two internet accounts for the WiFi facility. The BTTC Shiksha was renewed during 2020. The BTTC website (www.bttc.edu) was also re-designed as per the needs of students. The college also started its own YouTube channel 'BTTC Official' and

is also active on various social media platforms. The social media team of students regularly posts and updates all the accounts. Various events that are organized are disseminated to the public through these mediums.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

4:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/@BttcOfficial
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UCqjwOXh0wrhOxbQaJSWNxUA
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

1.83

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The policies and system in place to maintain the support facilities are given below:

Classroom Management : CCTVs have been installed in each classroom to make sure of the safety and the security of all student teachers and equipment. Stock list of assets of classrooms, cleaning and maintenance are done on a regular basis.

The Psychology Lab is furnished with psychological tools, tests and instruments for conducting experiments and research. The rules for

using the same is displayed in the Psycho Lab.

Sports : Annual sports day is conducted and rules for participating in the events are displayed on the notice board.

Library : Library rules and regulations are in place and notified to students through the website and also printed in the syllabus. Stock taking of library materials is conducted annually. For purchasing books, equipment, policy decisions related to the Library are carried out by the Library committee along with the Principal. Withdrawal of books and other reading material which is not useful for current references is done on a regular basis.

The physical facilities are maintained by giving Annual maintenance contracts to manage Lift, Tally Package, Website design and hosting, water pump, water cooler, Pest Control of premises etc.

File Description	Documents
Appropriate link(s) on the institutional website	https://bttc.edu/?s=policies
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Four of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

One of the above

File Description	Documents
Data as per Data template	No File Uploaded
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
18	47

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

0

File Description	Documents
Data as per Data Template	No File Uploaded
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

10

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Students' Council is elected by the Principal and staff members after observing the student's behavior and attitude. College has various clubs which are represented by different students as secretary and members. Various activities are conducted throughout the year under each club BTTC practices co-curricular extensively above and beyond academics. In BTTC we have formation of clubs of different pedagogy. The activities conducted by these clubs help teachers to recognize their potentialities and enhances their personality and strongly believes in learning by doing. To fulfill this purpose the student-teachers and teachers meet together to plan and do activities organized by four clubs such as literary club. Eco club, Science and Maths club, Social Science club. Activities like morning musings and quotations are written on the black board every morning throughout the year. Science experiments are conducted to promote scientific temper. SS club and Eco club undertakes activities related to the significance of the day. Over all students undertake various activities throughout the year.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

4

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

a. 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.

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.

1.They are always part of intra as well as inter collegiate programmes conducted by the institution as judges, resource-persons and guest speakers.

2.We invite members of the alumni to conduct demonstration lessons, participate in our seminars and workshops, and to share their teaching journey with the current batch of students.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

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. The alumni members are invited to conduct workshops on different topics for students. Seminar on Art and Craft, Phonetics workshops, Indoor Games and Introducing computers to small kids .They have been coming to the college to give demonstration lessons in their respective methods. The institution makes use of electronic media to reach out to its alumni. 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.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Our Vision: To Emerge as a Centre of Excellence in Teacher Education

Under their effective leadership the new curriculum underwent a transformation and new ideas were implemented keeping in mind the vision and mission statement. The self- learning component was added; Number of practical lessons were increased to align with the global preparation of teachers. This was successful due to the autonomy given to the curriculum framers and experts.

B TTC has a five years Perspective Plan for the year 2019-20 to 2023-24 which is in sync with the vision and mission. It envisages different key areas like Quality, Industry Linkages, ICT Skills,

Cultural Kaleidoscope, social endeavours and directed towards training and workshops for school, college teachers, Certificate courses, development of online courses on any of the LMS, FDP's and webinars.

Faculty participates through various academic bodies like Board of Studies composed of elected members, Student Council, various clubs, sports, discipline committees, etc.

The participative decision-making process involves all the faculty members, student representatives and non-teaching staff and empowers them to contribute to imparting quality education. Mechanisms like, IQAC and student-driven focus groups are the driving force to attain the mission and vision of the college.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The HSNC Board provides autonomy to the Principals and empowers them to take decisions in relation to determining and enhancing the quality of the academic programmes. HSNC Board and BTTC work on the philosophy of 'No Capitation Fee' and do not support the commercialization of education. The Principal of the college along with the management organizes CDC Meetings to review quality assurance policies implemented by the college. The development and progression of activities and the corresponding perspective plans aligned to achieve quality in the teacher training programmes are placed for their implementation.

BTTC IQAC monitors the quality of the programmes offered by the college. It is very comprehensive and involves members from management, faculty, Alumni, students, experts, NGO's, school principals and parents. These members are presented with the college

endeavours, subsequent achievements and prospective plans. Their support is sought for the furtherance of college activities and views, opinions and suggestions are taken into consideration to achieve the pre-determined objectives of the college.

The college has various committees, clubs, cells, associations and focus groups, faculty members are placed in leading roles as mentors. All other faculty members and students contribute together to prepare professional practitioners at the global level.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Financial

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 external auditor prepares a standard audit programme, which comes into existence from the month of April to March. The auditor provides a certificate to the college after internal auditing. The external audit is done by government officials appointed by the joint director's office. The audited statements are uploaded on the college website.

Academic

IQAC plays a vital role in sustaining and enhancing the quality of teacher education programmes offered by BTTC. IQAC prepares the Academic Calendar every year. IQAC also prepares academic and administrative audit reports as per the proforma prescribed. Experts are invited by the college to verify and evaluate submitted reports. The syllabus and a detailed calendar of events, programmes and timetables are uploaded on the college website on a regular basis.

Administrative

To promote transparency and smooth functioning of the administrative

process the following functions are performed-

The admission process, audited statements, fee structure etc. are uploaded on the website.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The Women Development Cell of Bombay Teachers' Training College consistently works to sensitize & enhance women empowerment & gender equality. The Women Development Cell is a mandated body as per Section 3.2(15) of UGC Guidelines.

It has been formed with the motive of promoting healthy relationships among the students. it is important that prospective and pre-service teachers are exposed to the various ideas & ways they can foster gender equality in schools.

The Women Development Cell of BTTC in collaboration with the Department of Women's Studies- the University of Calicut, Faculty of Humanities- University of Johannesburg, Asian- African Association for Women, Gender and Sexuality and Association for the Schools of Social Work in Africa organized Online 2 days International Conference on Gender Mainstreaming: Global Perspectives on 2nd & 3rd February 2021. In this 2 days Online International Conference more than 200 participants, paper presenters, faculty members from different states of India as well as from all over different countries were present. 104 papers were presented at this conference in 10 parallel sessions over 2 days. There were 9 Technical sessions conducted by resource persons from all over the world through the Zoom and Google Meet platforms.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://bttc.edu/college-development-committee/women-development-cell/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

- College development committee (CDC) has representatives from the management, teaching and non-teaching staff, experts from the community, alumni, etc. CDC reviews the development and progression of college endeavors and steers towards quality and excellence.
- IQAC-It comprises internal and external faculty and experts from the community. Periodical meetings are held to review the activities and suggest innovations for quality enhancement.
- Placement Cell aims at providing job opportunities to the students of this college in reputed institutions and in turn supply quality teachers to society. The Placement Cell operates through the Student Placement Committee consisting of faculty and student representatives including alumni.
- BTTC Alumni Association - The alumni support the college in organizing events and act as resource persons for workshops and webinars. The list of the meritorious students and the prizes are prepared. Felicitation of alumni is done every year.
- Women's Development Cell: The WDC organizes special programs for students such as the Mental well-being and health of women during COVID pandemic, Yoga series in collaboration with Isha Foundation (A Sadhguru initiative) was organized.

Regular meetings are held for review and planning for subsequent action. Minutes are prepared for all the meetings of institutional

bodies.

File Description	Documents
Link to organogram on the institutional website	https://bttc.edu/organogram/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The Student Council of Bombay Teachers' Training College and other focus groups primarily constituted to instill leadership skills are empowered by the faculty members to take forward their objectives. For example, the college has most women students and they support the WDC in organizing the programmes that lead to women empowerment and development.

B TTC also forms various other committees/bodies/cells and their functions are properly defined, considering the overall development of the college.

Some of these are- College Development Committee, Anti Ragging

Committee, Grievance Redressal Committee, Library Committee, Cultural Committee, Women Development Cell, Students' Council, Focus Groups- Clubs, etc.

All these committees, Cells and Focus Groups work throughout the year in order to fulfill all action plans and maintain their reports.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Work Culture and Infrastructure

Variety of welfare measures are in place to motivate staff physical as well as mental well-being. The college practices democratic work culture and follows the open door policy. a positive and conducive learning environment with its contemporary infrastructure. Learning environments with sound infrastructure are designed. The college provides hygienic facilities. ACs are installed in the staff room.

The faculty members are given autonomy to enroll for short term courses, workshops and programmes for professional development. The college also conducts faculty development programmes in the college. Timely promotions and timely increments are held for the staff and the faculty through CAS.

Monetary Support to Non- Teaching Staff

The non - teaching staff are provided with uniforms annually. They are trained in health, etiquettes and other work in the office. Flexibility in time table and work assignments if any personal or health issues. Vaccination facilities were provided to the for non-teaching staff by the college. Advance payment is given to non-teaching staff during diwali festival. They are given monetary support in case of need. The provision of earned leave encashment is

in place.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

01

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

13

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

09

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The college follows the UGC Guidelines on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education-2010" (Regulation No. F.3-1/2009 dated June 30, 2010), together with all amendments made therein from time to time, for its teaching and non-teaching staff.

Teaching Staff a) Each faculty member is assessed according to the Annual Self Assessment for the Performance Based Appraisal System (PBAS).

b) Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS).

c) The PBAS proforma filled by the Faculty Member is checked and verified by the Heads of the Departments, followed by the Principal, Vice Principal, IQAC and the Senior Faculty.

d) Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum-selection committee.

e) After the due process of the appraisal committee, the faculty members are appraised and promoted.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The audits are done regularly keeping in mind the BTTC philosophy that resonates with the principles of Integrity, Fair presentation, Due professional care, Confidentiality, Independence and Evidence-based approach.

Process of the internal audit: All vouchers are audited. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The same process has been followed for the last five years.

Process of the external audit: As per the government rules, the accounts are audited by chartered accountants regularly. The auditor ensures that all payments are duly authorized and the report is generated after the audit. Any queries are attended immediately along with the supporting documents. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline. The audited statement is duly signed by the authorities of the management and chartered accountant.

The accompanying financial statements of the entity are prepared, in all material respects, in accordance with The Maharashtra Public

Trusts Act, 1950. The audit evidence is sufficient and appropriate to provide a basis for the auditor's remarks.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

B TTC keeps its mission of national development high and as a result follows the practices that are transparent for optimum utilization of all available resources.

The college is a private aided college under Hyderabad (Sind) National collegiate Board. The college receives financial aid in the form of salary grant. This salary grant is exclusively used for the salary of the staff recruited in the aided section. Now-a-days the salary is directly credited by the Joint Director to the account of the staff. The salary of the non-grant faculty is paid out of the tuition fees charged from the students.

For other expenditure, a requisition is sent to the management and after due sanction from the board the expenditure is carried out. Institute adheres to utilization of budget approved for academic expenses and administrative expenses by management.

The funds are utilized in the areas like, organizing extra curricular activities, enrichment of curriculum, computer and psychology labs, library, upgradation of technology, infrastructural spaces and resource persons for various events. Collaboration with other organizations (schools, colleges, NGOs, departments of universities, HRDC, etc.) has helped us to optimally utilize our resources.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC works towards the maintenance and enhancement of the quality of education, identifying and suggesting new ways of using learning resources, suggesting participative and experiential teaching-learning methodologies, developing adequate infrastructure, offering suggestions for new programs, etc. The various subcommittees regularly implement the various activities in accordance and in consultation with the IQAC. The feedback is submitted to the IQAC for further quality improvement and enhancement. The IQAC strives to spread quality culture through quality enhancement initiatives and best practices. Regular staff meetings are held to orient the staff regarding the quality initiatives and strategies. Measures are brainstormed in the meetings for institutionalizing the strategies in the following areas:

1. Academic and assessment reforms (curriculum revision through BoS Education)
2. Shift to online learning environments (Responsible and ethical integration to ICT)

3. Digital training (Scaffolding and mentoring)
4. Blended Learning (Differentiated pedagogical Interventions)
5. Faculty Development Programs and student-driven professional development programs
6. Placement support (Global teaching competencies)
7. Collaborations (including Research and application)
8. Promoting e-learning and e-governance

The principal and the IQAC Coordinator reviews the academic practices, facilitates implementation of innovative methods and administrative processes.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

IQAC brainstorms and orients all the faculty and non-teaching of the institution. External members regularly give suggestions for quality improvement in the teaching-learning process.

The curriculum of B.Ed. has been revised and approved by the Board of Studies in Education of HSNC University, Mumbai. The revised curriculum supports the program learning outcomes like Infusing global teaching competencies and research skills and its application. Lifelong, lifewide and lifedeeep learning is fostered through curriculum transactions.

To meet the diverse learning needs of the students the institution employs varied teaching-learning methodologies like Constructive approach, participative and experiential methodologies and digital interventions.

Reform based on Teaching-Learning Approach: IQAC ensures that the

academic calendar is implemented and the scholastic and co-scholastic activities are conducted. To foster the skills, abilities, attitudes of an effective teacher the students are exposed practically to varied student centered methodologies.

Digital pedagogy is widely used by the faculty. The online system of education adopted by the institution during the pandemic paved the way to utilization of digital pedagogy widely. Faculty made use of various digital tools such as quizziz, kahoot, socrative, padlet, jamboard, etc. for teaching, learning and assessment. LMS such as moodle, google classroom were used for curriculum transactions.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

37

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality

Four of the above

initiatives with other institution(s)**Participation in NIRF**

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://bttc.edu/igac/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://bttc.edu/aqars/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Academics**1. Institutionalization of a new Best Practice: Scaffolding Digital competencies**

The pandemic made us realise the importance of digital competencies for a teacher. The college already imparted ICT knowledge on an extensive scale, which was then formally introduced as a Best Practice from 2019-20 onwards.

2. Curriculum Revision of B.Ed. under HSNC University

New courses have been introduced- 21st Century Century Skills, Yoga Education, Research in Education.

3. Internship

The duration of Internship has been increased to 20 weeks and number of lessons to 50.

Administrative

1. Updation of Tally is regularly done as per new versions available.
2. Introduction of ERP portal by HSNC University- The University uses ERP for admissions and evaluation purposes.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The college uses CFL, LED and star rated power equipment in the premises. This is because these new-age equipment consume lesser electricity and the illumination is better after lesser energy utilization.

The college has procured electrical appliances and equipment which have energy star rating as per Bureau of Energy Efficiency (BEE) standard which ensure relatively lesser consumption of electricity. The college has installed LED lights in the whole campus after replacing the old light systems. The electrical wiring has been recently refurbished in order to avoid any untoward incident related to electricity failure/ outage.

As BTTC is situated in the posh locality of South Mumbai, there is no power shortage or failure in this area. In the light of this privilege, we ensure minimum wastage of this precious resource by placing 'Turn off lights and Fans when you leave the class room' labels in all classrooms.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The college has deep concern to protect the environment, health and well-being by implementing effective waste management practices such as segregation and recycling.

During the Swatchh Bharat Mission clean-up drives, the college collects all waste paper and it is either donated or sold out to the scrap dealer.

E-waste is also sent out to be recycled. The waste generated from the computer systems is handed over to vendors who have connections with e-waste recycling agencies.

Thus, the recyclable waste and e-waste generated from the college is indirectly recycled and not directly dumped in landfills.

The students often have discussions about Reduce, Reuse and Recycle when they go out for internships and create teaching and instructional material for their lessons. They are sensitized to reuse the materials for other lessons and needs rather than throw them after a single use. Students also have discussions and talk about how to reuse the paper that they use, for eg. Tickets for trains and buses. The Eco Club of the college organizes events to this effect.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Swatchchha Bharat Abhiyan is one government initiative that the college follows. Hence employees and students are trained to keep cleanliness all around them.

Eco Club regularly takes initiatives to inculcate the values of green cover for a pollution free environment and keeping the city clean through discussions and events participation.

Sanitizers are installed at all locations in the premises to ensure safety of all. Masks are provided to visitors in case needed.

All classrooms are neatly kept. All bins are placed in appropriate locations to ensure cleanliness. Use of apt cleaning and sanitation

materials is ensured for disinfecting all areas.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

133070

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not

more than 100 - 200 words

The college is situated in the central business area and is close to many historical and government buildings. The location serves as an advantage for working to serve the community.

The close proximity with a beach enables our students to serve the community by taking beach clean-up initiatives. The students also engage in community work in nearby NGOs, slum areas, special schools, etc. this not only helps them to get sensitized, but also to be an active part of the community. The students have worked in different organizations in groups both in online and offline scenarios and have gained a lot through these interactions.

The college also has a best practice- Cultural Kaleidoscope where students share all ethnic and cultural knowledge with the students during the internships in schools and on other occasions. The students also did internships with Global Dialogue Foundation and put forth their efforts in taking our cultural knowledge to even beyond borders through the online mode.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practice: Scaffolding Digital Competencies (SDC)

1. Title of the practice:

"SCAFFOLDING DIGITAL COMPETENCIES (SDC)"

(MENTOR-MENTEE PEER MENTORING PROGRAMME)

Best Practice: Cultural Kaleidoscope

1. Title of the practice: "CULTURAL KALEIDOSCOPE" -

(CCRT Kit based Regional Cultural Presentation)

(Details in NAAC format are attached)

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

2020-2021- Creation of Digital Pedagogies, digital tools

The institution ensures apt use of Digital Pedagogies for ensuring development of professional skills as per the requirement of the times.

This included the use of ICT tools, techniques and gadgets i.e. social media, multimedia applications, online games and applications, mobile devices, web 2.0 tools and productivity applications to enhance or to change the experience of education and transform teaching and learning to provide rich, diverse and flexible learning opportunities for a digital generation. Following was achieved during the year.

- Best Practice Scaffolding Digital Competencies was initiated.
- Creation of information brochures for all webinars organized during the year.
- Initializing and recording of meeting IDs on different platforms like GMeet, Zoom, MSTeams, etc.
- Creation of content for uploading on all social media handles of BTTC.
- Development of student portfolios on different platforms.
- Development of websites, YouTube channels of all students so as to display and disseminate all content created during the year.
- Engaging students through different games and quizzes created on different web tools and mobile applications like Kahoot,

Quizziz, etc. during internships.

- Using online statistical calculators for analysing and interpreting research data for research projects

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File