



YEARLY STATUS REPORT - 2021-2022

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	Prof. (Dr.) Mandeep Kaur Kochar				
• Phone No.	22047160				
• Alternate phone No.(IQAC)	22845857				
• 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/2023/07/AQAR-2020-2021-Report.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/2023/01/F.Y.B.Ed-S.Y.B.Ed-Annual-Plan-for-the-A.Y.-2021-22-1.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	A	3.28	2016	16/05/2016	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
NIL	NIL	NIL	Nil	NIL
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		02		
<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. Institutional Collaboration with Global Dialogue Foundation (GDF) by HSNC, Trustee Mrs. Maya Shahani (2020 Onwards)				
2. Environmental Educational Series (5 Sessions 10 hours Course) by Sanskar India Foundation (Director SIF, Dr. Kiran Madan IQAC Member)				
3. Medical Support by Indu Clinic and Dr. Sameer Trivedi (Medical Practitioner) and Yoga Webinars cum Workshops by Ms. Naina Dariyanani (Alumni cum IQAC Member)				
4. Seminar Series and Seminars by IQAC Members (Dr. Mitesh Gala, Ms Fatema Contractor, Mr. Sarosh Baria, Ms. Monika Teckchandani, Ms Venetia Mahboobani)				
5. Placements Cell Support for current Batch Students in the schools by IQAC Members (Principals / Admins/ Teachers & Parent Reps)				

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
<p>Digital Content Creation Training (SDC)</p>	<p>Scaffolding Digital Competencies is a best practice of BTTC. The student teachers are trained in using ICT tools to create e-lessons and development of e-content. Our student teachers are tech savvy and are capable of integrating technology in their teaching learning activities.</p>
<p>Introduction of SEE Learning Integration in pedagogical discourses</p>	<p>Social Emotional Learning has been introduced at BTTC, whereas student teachers use this pedagogical approach to develop heart and mind of learners.</p>
<p>Social Endeavours in Collaboration with Global Dialogue Foundation</p>	<p>Student teachers are trained in multicultural education which they use while undertaking social endeavours in Collaboration with Global Dialogue Foundation. They become global teachers and learn global perspectives in their respective pedagogical interventions.</p>
<p>Nehru Science Centre supported Teacher Training Program (Resource Generation)</p>	<p>BTTC collaborated with Nehru Science Centre and they developed hands on experiences in creating learning material to be used in demonstration in the class.</p>
<p>Strengthening Placement Mechanism (Placement in International and Dubai Schools)</p>	<p>BTTC organises Campus Placement drives by inviting National International Schools and Dubai Scholars and Gems Education from Dubai to promote placements for its students and alumni. Many of our student teachers have been</p>

	placed by these international schools.
NSS Activities	B TTC conducts NSS activities in diverse fields and sensitizes its student teachers to help the underprivileged section of the society and become effective citizens.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
1. IQAC 2. CDC	22/05/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
Yes	02/02/2023
15. Multidisciplinary / interdisciplinary	
<p>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, B TTC 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.</p>	
16. Academic bank of credits (ABC):	
<p>For the benefit of Academic credits, HSNC University, Mumbai has registered for DigiLocker with the UGC's portal. Academic Bank of credits. Now henceforth system supports all the students who passout from the HSNC University, Mumbai. The credits for certificate courses and various other programs of different disciplines issued by the HSNC University, Mumbai are uploaded on</p>	

the DigiLocker of UGC and the students are able to access their earned credits through their respective Academic Bank accounts.

17.Skill development:

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

College conducts 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. B TTC 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. Graduate Attributes (GAs) are a set of well-defined skills, values, attitudes and knowledge that students must have developed by the end of their degree programmes. we have following PLOS

1.Professional awareness & Attitude

2. Interdisciplinarity (Understanding of Disciplines and school subjects)

3. Communication Skills

4. Understanding Learner Psychology

5. Differentiated Pedagogical Interventions Skills

6. Responsible and Ethical Integration of ICT

7. Facilitating Learning (Scaffolding & Mentoring)

8. Global Teaching Competencies

9. Differentiated Assessment & Evaluation Competencies

10. Research Skills & Application

11. Lifelong, Lifewide and Lifedep Learner & Change Agent

12. Classroom Management Competencies

20. Distance education/online education:

Distance and Online Education programmes are not offered by Bombay Teachers' Training College. But students are encouraged to join coursera courses, courses offered by Swayam etc.

Extended Profile

2. Student

2.1 Number of students on roll during the year	95
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File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	100
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File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	0
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	48
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	48
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	50
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	5.56
4.2 Total number of computers on campus for academic purposes	50
5. Teacher	
5.1	09

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	11	
Number of sanctioned posts for the year:		
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		
Response		
<p>The college follows the curriculum prescribed by the HSNC University, Mumbai, through its Boards of Studies. The curriculum delivery initiatives were effectively carried out by the Academic Committee of the institution. The well planned curriculum delivery is explained below.</p> <ul style="list-style-type: none"> • The college follows the Academic calendar prepared by the College following the directions of the HSNC University, Mumbai. • The Head of the Institution in consultation with each faculty members decides the distribution of workload, subjects to be handled, Activities to be undertaken during the entire course. • The Principal monitors the effective implementation of the Academic calendar through formal & informal meetings with faculty members. • Time- Tables are displayed on the Notice Board. • Teaching Plan is prepared by every faculty member at the beginning of the academic year. • Internet, Computer, LCD projectors etc. are utilized for effective delivery of curriculum on regular basis. • College Library - facilitates the students to access to books available in concerned subjects & also to avail the book bank facilities. 		

- **Teacher support** - The college takes initiative and encourages staff to attend workshops, conferences etc. for effective implementation of the curriculum.
- **Feedback** - The College collects the feedback on effectiveness of curriculum from the faculty, students, alumni, employers & Practice teaching schools.

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	View File

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

A. All 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	View File
Any other relevant information	View File

<p>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all 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</p>	<p>B. Any 3 of the Above</p>
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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	View File

<p>1.2 - Academic Flexibility</p>
<p>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p>
<p>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</p>
<p>8</p>

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	https://bttc.edu/wp-content/uploads/2023/01/F.Y.B.Ed-S.Y.B.Ed-Annual-Plan-for-A.Y.-2021-2022.pdf

1.2.2 - Number of value-added courses offered during the year

01

1.2.2.1 - Number of value-added courses offered during the year

01

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

48

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

48

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

All 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	No File Uploaded
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

43

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

43

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.

Yes the Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas and the curricular thrusts to achieve the following (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.) are as follows

S. No.

Date

Activity

1.

19th July 2021 to 7th August 2021

Scaffolding Digital Competencies

2.

3rd September 2021

Investors' Awareness Program

3.

4th September 2021

Session on Fitness

4.

26th November 2021

Webinar - Success by Science

5.

14th February 2022

Global Dialogue Foundation

6.

8th March 2022

International Women's Day

7.

21st March 2022

World Poetry Day Celebrations

8.

22nd to 23rd March 2022

Workshop on Digital Film Making

9.

24th & 25th March 2022

Educational Visit to Adapt

10.

26th March 2022

Blood Donation Camp

11.

29th March to 1st April 2022

BTTC Week Celebrations

12.

11th April 2022

Isha Foundation Seminar

13.

4th May 2022

Annual Day Celebrations

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

Response

Development of School System - The curriculum cover the theoretical aspects comprehensively. The programme's gives a broad perspective of various boards like Indian Certificate of Secondary Education (ICSE), Secondary School Certificate (SSC), Central Board of Secondary Education (CBSE).

Functioning of Various Boards of School Education - The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students in epistemological bases of curriculum of the school system.

Functional differences among them - Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards.

Assessment Systems - The Pedagogy of School Subject paper, assessment for learning caters to the various forms of assessment of different boards.

Norms and Standards - Academic standards for teaching, learning & evaluation are articulated as per the suitability of school. Variations in teaching methods, blueprint, question banks, achievement test are all familiarized as per the functional differences.

State-wise Variations - The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes.

An International and Comparative Perspective - Western & Eastern thinkers, their ideologies and approaches are included in the syllabus of Knowledge & Curriculum and Educational Research to acquaint the student teachers to understand the foundations, functions and forms of different boards and function of international school system with indigenous practices.

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	View File

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

Response

Bombay Teachers' Training College follows the curriculum in such a way to provide varied experiences to the students. In order to achieve this student teachers are given professional training in teaching. The college follows student-centred approach and seeks to promote

- Collaborative group learning, both inside and outside the classroom, for example theory component which includes Core courses, Elective courses and Interdisciplinary courses & Practicum component.
- Individual student research and discovery for example Community Work, Cultural Education Project, Environment Project.
- Research and discovery by student teachers and faculty together when discussing social development, student teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps student teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy).
- Teaching component spread out for 20 weeks internship which include 50 lessons such as 5 Simulated Lessons, 27 Macro lessons, 5 Innovative Strategies lessons, 3 Digital Lessons, 5

team-teaching / theme-based lessons, 5 Remedial teaching Lessons.

- Student teachers visit school, observe daily routine and interact with the teaching staff of the of practice teaching schools. Also student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

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	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback collected, analyzed and 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	View File

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	
1	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
1	
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	View File
Any other relevant information	View File

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.

Response:

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
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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 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	Three of the above
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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

8:1

2.2.4.1 - Number of mentors in the Institution

6

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.

Response:

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 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

06

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

96

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=84fNc4bPUhg&list=PLvOpWEYZVE92Ge8fpjanon5h3IEtftKdS
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

Response:

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 incharge 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.

Research Project work is also distributed among teachers as mentors guiding the students in their research work.

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

Five/Six of the above

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

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

Response:

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, students developed capacities to mentor fellow students from 26 July 2021 to 07 August 2021. For example: <https://youtu.be/84fNc4bPUhg>

Case 2:

Similarly Experiments / Demonstrations in Science under the best practice of Science Corner were demonstrated by Science Pedagogy 1 and 2 students who were mentors and the college uploaded their demonstrations on the Official YouTube channel of the college as a part of National Science Day Celebrations, for

example:https://youtu.be/uyRoRfwHJ0s

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

<p>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 Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</p>	<p>Seven/Eight of the above</p>
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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 possible	View File
Any other relevant information	View File

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

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

All of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
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
<p>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</p>	<p>All of the above</p>
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
<p>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/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>

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

Response:

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

The college has good rapport with neighbouring 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

48

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	No File Uploaded
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.

Response:

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)	Three 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	

09

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

09

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

09

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

09

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

Response :

1. 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.

2. Share information with colleagues and with other institutions on policies and regulations:

During IQAC and BoS in Education Meetings interaction with colleagues of other institutions allow sharing of information 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, Wellbeing 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

Response:

The institution is a constituent college of HSNC University, Mumbai. Continuous Internal Evaluation (CIE) is a major component of the practicum. Each course has 40 marks for internal assessment. Common component for every course is the conduct of the class test, essay test and the self-learning evaluation.

- The CIE is as follows:
- 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.
- 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	View File

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

Response:

Transparency is maintained in examination. The institution follows the prescribed university criteria. At the beginning of the semester, faculty orients the students regarding grading system and components of the internal and external examination. The internal assessment test schedules follow university guidelines & academic calendar of the college and communicated to the students well in advance through timetables, circulars etc. To ensure proper conduct of formative essay and class 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 faculty incharges within a week from the date of examination. Qualitative, constructive personal feedback is provided by the respective faculty.

The college conducts a retest on account of genuine reasons of the students like medical issues, etc.

If students are facing any problems, they are solved by the 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. 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 has resolved the minor issue

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Response:

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 HSNL University respectively and was prepared week-wise. The specific dates of the various curricular and co-curricular 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/2023/01/F.Y.B.Ed-S.Y.B.Ed-Annual-Plan-for-the-A.Y.-2021-22-1.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)

PL01 Professional awareness & Attitude

PL02 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 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	No File Uploaded

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

Response:

Programme Learning Objectives (PLO):

PL01 Professional awareness & Attitude

PL02 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 actions for 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	No File Uploaded

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

31

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.

Response:

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 HSNL University, Mumbai.

TWO YEAR B.ED. CURRICULUM FRAMEWORK HSNL 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/2023/05/Merged-SSS-for-AQAR-2021-22-of-BEd-2020-22-Batch.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

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	No File Uploaded

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	One of the above
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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	No File Uploaded
Any other relevant information	No File Uploaded

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

3.2 - Research Publications

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

7

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	No File Uploaded

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

4

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

19

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

95

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	View File

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

95

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

95

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.

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

In order to realize this aim the Bombay Teachers' Training College has designed and developed a model infusing connection and relationship with the community that develops from community service adds an invaluable layer to education. We have developed a network with the reputed institutions involved in social welfare activities like Non-Government Organizations.

Our objectives for conducting community work are

- To sensitize the trainee teachers towards difficulties faced by the underprivileged sections of our community.
- To develop a sense of social responsibility among trainee teachers.
- To create awareness of the needs and challenges of the community and to promote participation, involvement, and leadership qualities in carrying out community work.
- To develop essential qualities of responsible future teachers.

Our students carry out these programs in collaboration with these community centers and extend their resources as a helping hand to these social organizations. Every year our 100 students approach these community centers in groups and offer their services in carrying out community work. This year we have carried out community work with more than 20 organizations.

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

01

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

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

8

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

8

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	No File Uploaded

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	View File

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

Three/Four 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	No File Uploaded

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

As per the requirements of statutory bodies, the institution has adequate facilities to enable teaching and learning.. The classrooms are equipped with LCD/LED projectors all of which are connected to the internet. Adequate number of classrooms and activity room for approved intake of students, rooms for the Principal and faculty members and office for the administrative staff, Library, computer lab, curriculum lab research cell, IQAC cell, confernce room , auditorium and a store are available in the institution.

Curriculum laboratory has various aids like maps, geometrical instruments, scientific models, etc which are issued to the students as and when required for the purpose of their internship.

The Research Cell has desktops for students for the purpose of research and assignments.

Ladies Common Room stores the sports equipment utilized for indoor and outdoor games.

The arts and craft room displays artefacts 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 and reference books.

The College Library subscribes latest magazines , Journals and databases . The Library is automated with SOUL software .Library has more than 18000 books .

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://bttc.edu/infrastructure/
Any other relevant information	No File Uploaded

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

5.33

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.

.Our college library, uses Soul ILMS for creating library databases since 2004. It allows students to access the catalogue of Library books on campus digitally. The students are provided with links of online resources, The webopac facility of LMS allows user to search library collection by author, title subject and Keyword. Library provide remote accesss of e-resources through NLIST database from INFLIBNET. Many free LMS were used to connect with students such as CANVAS. The books available freely on the internet were provided through this platform. . All the books are barcoded and issue and return facility is carried out through the LMS. .The Library have 3

computers with internet facility. A printer and scanner facility is also available. Students are allowed to take books for home lending. Information Literacy classes, orientation towards Library collection and services provided to students frequently.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://bttc.edu/library/
Any other relevant information	View File

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 which are Contemporary Education Dialogue, Higher Education for the Future and Journal of Education for Sustainable development. 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) to which students and faculty have access. Moreover, open e-resources, their links and free PDFs of books are regularly shared through WhatsApp, BTTC website and BTTC Shiksha. Librarian uses CANVAS software and created courses for students. They can remotely access the links of free resources frequently. Librarian shares links of free OERS from NCTE and NCERT through whatsapp group.

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	No File Uploaded

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

0.75

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

326

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	View File

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

Two 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. The institution purchased two Zoom accounts during the pandemic which are in use for purposes of faculty meetings, student meetings, workshops etc. The college also purchased internet accounts for the WiFi facility. The BTTC Shiksha was renewed in 2021. The official BTTC website (www.bttc.edu) undergoes constant updating to make it more user friendly. The

college has its own YouTube channel 'BTTC Official' and is also active on various social media platforms which is kept updated by the social media team of students. The social media accounts have seen an organic growth in the past year. Various events that are organized are disseminated to the public through these mediums which has allowed for the institution to have a wider reach. .Institution updated its ICT facilities, purchased webcams, headphones and speaker during the year 2021-22.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

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:

B. 500 MBPS - 1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UCqjwQXh0wrhOxbQaJSWNxUA
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)

10.88

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

CCTVs are installed in every classroom which ensures the safety of students, teachers, infrastructure and digital equipment in the classroom through surveillance. Stock list of assets of classrooms, cleaning and maintenance is 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 Psychology Lab.

Annual sports day is conducted and rules for participating in the events are displayed on the notice board. Rules governing the usage of library equipment and books is in place and is communicated to the students through the website and is also printed in the syllabus.

Stock taking of library materials is conducted annually. Purchasing books, equipment, policy decisions related to the Library is carried out by the Library committee along with the Principal. The list of books for reference is updated on a regular basis and outdated books are removed.

The institution has annual maintenance contracts for the management of facilities like the lift, tally package, website design and hosting, water pump, water cooler, pest control of premises etc.

Computers and other accessories are checked periodically for repair and updation by the technical experts and maintenance and repair carried out accordingly.

File Description	Documents
Appropriate link(s) on the institutional website	https://bttc.edu/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

All 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	View File

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	View File
Any other relevant information	View File

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)

Three of the above

File Description	Documents
Data as per Data template	View File
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
28	48

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	View File
Any other relevant information	View File

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).

14

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

4

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	View File

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

Student-Council is elected by the Principal and staff members after observing the student's behavior, attitude and knowledge. College has various clubs, Cells and committees which are represented by different students as Chairperson, secretary and other designations and co-opted members. BTTC practices co-curricular component extensively above and beyond academics. BTTC has Literary, Maths and Science, Social Studies and Eco clubs of different pedagogy. Also we have women development cell, National service scheme, Cultural committee and Rotarct Club. College has introduced Fitness club as its important to remain fit for a teacher. The activities conducted by these clubs help teachers to recognize the potentialities of the students. These activities enhance their personality and strongly believes in learning by doing. To fulfill this purpose, the student-teachers and teachers meet together to plan and conduct various events and activities organized by these clubs. Activities like Swatch Bharat, Days of significance in each pedagogy, Cultural events and Science Corner were some of the activities conducted by the students. Celebrations like Teachers Day, International Dance day, Republic Day and cultural program me under CCRT to promote cultural awareness. Morning musings on various contemporary topics are conducted and quotations are written before lectures began 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	View File

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

7

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	No File Uploaded

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

Yes

List of Alumni Association Activities

- 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.

All major programmes of the institution are displayed on the website for the benefit of students and alumni.

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	No File Uploaded

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

Five/Six 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

The alumni members 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.

One of the alumni, Mr. Sarosh Baria, conducts seminar on Development of Student Portfolios on regular basis with student teachers of all the courses also he conducts demonstrations in the teaching of Geography.

Sapna Chhabaria: Indoor Games and Introducing computers to small kids.

Dr Mitesh Gala constantly help in inspiring and motivating current batch students and always help in providing permission for the playground of his school to conduct annual sports.

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

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

The new curriculum experienced a transition under their capable direction, and fresh ideas were put into practise while keeping in

mind the vision and purpose statement. In order to fit with the overall preparation of teachers, the self-learning component was included, and the number of practical sessions was raised. This was successful because the curriculum creators and subject matter experts were allowed autonomy.

The BTTC has a five-year perspective plan that is in line with its goal and vision for the years 2019-20 to 2023-20. It includes many focal points like Quality, Industry Linkages, ICT Skills, Cultural Kaleidoscope, social endeavours, and training and seminars for teachers in schools and colleges. It also includes certificate programmes, the creation of online courses on any LMS, FDPs, and webinars.

The faculty takes part through a number of academic entities, including the Board of Studies, which is made up of elected members, the Student Council, numerous clubs, sports committees, etc.

All faculty members, student representatives, and non-teaching staff are included in the participatory decision-making process, which empowers them to contribute to providing high-quality education. The college's mission and vision are reinforced by mechanisms like the IQAC and student-run focus groups

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 gives the Principals autonomy and gives them the freedom to make choices on determining and upgrading the quality of the academic programmes. The HSNC Board and BTTC operate on the "No Capitation Fee" tenet and are opposed to the commercialization of education. Meetings of the CDC are organized by the college principal and management to assess the quality control procedures

put in place by the college. The implementation of the activities' development and progression as well as the relevant perspective plans aligned to attain excellence in the teacher training programmes is put.

The effectiveness of the programmes the college offers is monitored by BTTC IQAC. It is highly thorough and includes management, teachers, alumni, students, experts, NGO's, school principals, and parents as well as other participants. These members are informed about the college's endeavours, ensuing successes, and future goals. Their assistance is requested for the advancement of college initiatives, and their thoughts, ideas, and suggestions are taken into account in order to meet the institution's pre-established goals. There are numerous committees, clubs, cells, associations, and focus groups within the college, and faculty members are appointed to serve as mentors in executive positions. Together, all other academic staff and students make contributions to the worldwide professional practitioner preparation programme.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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 college's financial records are routinely audited. The HSNB Board, which is part of management, conducts the internal audit, while M/s. Singavi, Oturkar & Kelkar, a chartered accounting firm, does the external audit. A standard audit programme is created by the external auditor and is in effect from the months of April to March. After internal auditing, the auditor issues a certificate to the college. Government representatives chosen by the office of the joint director conduct the external audit. On the college's website, the audited statements are posted.

Academic

The importance of IQAC in maintaining and improving the caliber of BTTC's teacher preparation programmes cannot be overstated. Every

year, IQAC creates the academic calendar. According to the prescribed proforma, IQAC also creates academic and administrative audit reports. The institution invites experts to confirm and assess submitted findings. The college website regularly updates with the syllabus and a complete calendar of activities, programmes, and timetables.

Administrative

The following tasks are carried out to encourage transparency and the efficient operation of the administrative process: uploading information about the application procedure, audited financial statements, fee schedule, etc., to the website.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

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

Mr. Ranjan Biswas, Chief Guest and Vice-Principal, Dr. Mandeep Kochar inaugurated "Majhi Vasundhara Abhiyaan'" by planting a sapling. Mr. Ranjan Biswas, began the ceremony by speaking about the environment. It was an enlightening discussion about the trailblazers organization, and he explained the significance of visits to different locations in India to learn more about the environment. He even discussed how we, as teachers, may contribute to improve our environment.

After an informative talk about Trailblazers, Ms. Sachi spoke about "The Best out of Waste exhibition, which included creative items made by the entire class. Paper, plastic bottles and their caps were reused to make these items. Mr. Ranjan Biswas appreciated the efforts of all students. The final segment of this Ceremony was a skit performed by F.Y.B.ED. students. The performance was called "Janjagruti Paryavaran Ki," and it covered topics like deforestation, climate change, cleanliness and micro plastics.

On 10th June 2022, cleanliness drive was organised. With permission from Brihanmumbai Municipal Corporation, the F.Y.B.ED. class of

Bombay Teachers Training College, cleaned the premises of Gateway of India. The tree plantation drive was continued on Day 3.

The Closing Ceremony was held on 13th June, 2022 where the resource person was Ms. Elsie Gabriel who is the founder of the Young Environmentalists Programme. The session began with discussions ranging from activities that the students have conducted so far to ideas on sustainable environmental projects. Groups were formed to lead project ideas given by Ms. Gabriel.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://bttc.edu/wp-content/uploads/2023/02/strategic-plan.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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.

Members of the management, teaching and non-teaching staff, local specialists, alumni, and more make up the College Development Committee (CDC). College activities are evaluated as they advance, and the CDC encourages quality and excellence.

The IQAC is made up of both internal and external faculty as well as local specialists. Meetings are held regularly to discuss the activities and offer new ideas for improving the quality.

The placement cell's mission is to connect this college's students with employment possibilities at reputable organizations, which will help the community by producing qualified teachers. The Student Placement Committee, which is made up of teacher, student, and alumni representatives, oversees the placement cell's operations.

The alumni of BTTC assist the institution in planning events and serve as subject matter experts for workshops and webinars. The list of deserving pupils and their awards have been prepared. Every year, alumni are congratulated.

Women's Development Cell: The WDC plans special events for students like Investor Awareness Programme and Equip yourself for the Covid 19 Era.

Meetings are often held to examine the situation and make plans for future action. For the events and activities conducted by the institutional bodies brochures, reports, etc are prepared.

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	View File

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 faculty members give the Bombay Teachers' Training College Student Council and other focal groups, which were primarily created to foster leadership abilities, the authority to further their goals. For instance, the majority of the college's students are female, and they help the WDC organise programmes that promote the advancement of women.

B TTC also creates a number of other committees, bodies, and cells, and their roles are appropriately outlined in light of the college's overall development.

College Development Committee, Anti-Ragging Committee, Grievance Redressal Committee, Library Committee, Cultural Committee, Women Development Cell, Students' Council, Focus Groups-Clubs, etc. are a few of them.

All of these committees, Cells, and Focus Groups put in year-round labour to complete all action plans and keep their reports current.

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	No File Uploaded

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

Numerous welfare measures are in place to encourage the physical and mental well of employees. The college upholds an open door policy and a democratic work environment. a favorable and helpful learning environment because of its modern infrastructure. Infrastructure-sound learning environments are designed. A clean environment is provided by the college. The staff room has air conditioning.

The decision to participate in short-term courses, workshops, and professional development programmes is left up to the faculty members. Additionally, the college runs programmes for the advancement of its faculty. Through CAS, timely promotions and increments are held for the teachers and employees.

Monetary Support to Non- Teaching Staff

The non-teaching personnel receive uniforms every year. They receive training in hygiene, manners, and other office tasks.

flexibility with the work schedule and tasks if there are any personal or medical concerns. The college provided vaccination facilities for non-teaching personnel. During the Diwali festival, advance payments are granted to non-teaching staff. In times of

need, financial assistance is provided to them. Earned leave encashment is a feature that is available.

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

1

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.

10

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

5

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.

For both its teaching and non-teaching staff, the college abides by 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), as well as all of its subsequent amendments.

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

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

- Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum- selection committee.
- 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 carried out on a regular basis while adhering to the BTTC concept, which is based on the values of Integrity, Fair Presentation, Due Professional Care, Confidentiality, Independence, and Evidence-based Approach.

All vouchers are audited as part of the internal audit process. Verifying the bills and vouchers allows for a detailed examination of the expenses made under various headings. Any disparity discovered is brought to the principal's attention. The last five years have been spent using the same procedure.

The accounts are routinely audited by professional accountants in accordance with government regulations. After the audit, the auditor checks that all payments have been properly authorised and that a report has been created. Any questions are answered right away, along with any necessary documentation. All of these techniques show that financial affairs are kept transparent and that financial discipline is followed. The management representatives and chartered accountant have properly signed the audited statement.

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.

The BTTC prioritizes national growth as part of its goal and as a result, adheres to transparent business procedures to make the best use of all resources.

The institution belongs to Hyderabad (Sind) National Collegiate Board and is a private aided institution. Salary grants are one type of financial aid given to the college. This salary award is only used to pay the wages of employees hired for the assisted area. The Joint Director now directly credits the staff member's account with the salary. The tuition fees collected from the students are used to pay the non-grant faculty members' salaries.

For all other expenses, the management receives a request, and the board gives its approval only after that. The institution follows the management-approved budget for administrative and academic costs.

The money is used for extracurricular activity planning, curriculum enrichment, computer and psychology labs, libraries, technological upgrades, infrastructure improvements, and resource people for various events. We have been able to use our resources most effectively thanks to partnerships with other organizations (NGOs, departments of universities, HRDC, etc.), schools, and colleges, among others.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 aims to uphold and improve educational quality by finding and suggesting innovative ways to use learning resources, suggesting experiential and participatory teaching-learning approaches, creating suitable infrastructure, making recommendations for new programmes, etc. In accordance with and in cooperation with the IQAC, the various subcommittees periodically carry out the various activities. The IQAC receives the input in order to improve and further develop the quality. The IQAC promotes quality culture through initiatives for improving the quality and best practices. In order to inform the personnel about the quality objectives and strategies, regular staff meetings are organized. In the sessions, strategies for institutionalizing them in the following areas are discussed:

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

9. 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.

The institution's faculty and non-teaching staff are oriented by IQAC. External participants frequently offer recommendations for raising the standard of the teaching-learning process.

The Board of Studies in Education of HSNL University, Mumbai has amended and approved the B.Ed. programme. The updated curriculum supports programme learning outcomes like applying research skills and global teaching competences. By curriculum transactions, lifelong, life-wide, and life-deep learning are promoted.

The institution uses a variety of teaching-learning approaches, including the constructivist approach, participatory and experiential methodologies, and digital interventions, to fulfil the unique learning needs of the students.

Reform based on the teaching-learning approach: IQAC makes sure that

the academic calendar from the Bombay Teachers' Training College is followed and that all co-curricular and academic events are carried out. The students are exposed practically to a variety of student-centered techniques in order to build the skills, abilities, and attitudes of an effective teacher.

The faculty frequently uses digital pedagogy. The institution's adoption of an online educational model during the pandemic paved the groundwork for widespread adoption of digital teaching. For teaching, learning, and assessment, faculty members employed a variety of digital tools, including Quizziz, Kahoot, Socrative, Padlet, Jamboard, etc. Google Classroom and other LMS were used for curriculum exchanges.

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

10

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

Four of the above

and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality 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/wp-content/uploads/2022/05/IQAC-Action-Taken-Report.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://bttc.edu/wp-content/uploads/2023/07/AQAR-2020-2021-Report.pdf
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

Through a variety of efforts, the institution has continued to advance steadily on the path to quality improvement. In order to make these kinds of improvements, it's crucial to increase digital engagement, training, and collaborative programmes.

The institution continues to strive to strengthen digital intervention and digital training for students with the aim of increasing their employability.

BTTC has continued to strengthen its collaborative efforts with institutions of national and international levels.

The institution collaborated with the UGC-HRDC of the University of Mumbai. BTTC conducted a Short Term Course on OUTCOME BASED EDUCATION FOR TEACHER EFFECTIVENESS from 30.08.2021 to 04.09.2021.

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

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 Environment and Energy Usage Policy document has been uploaded on the website. The institution has clear policy guidelines for energy conservation and use.

The college uses CFL, LED and star rated power equipment in the premises. This is because these new-age equipment consume less 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 classroom' labels in all classrooms. Students discuss Energy Conservation during their assembly time.

Use of public transportation and pedestrian-friendly roads is propagated.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File
<p>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.</p> <p>The college has deep concern to protect the environment, health and well-being by implementing effective waste management practices such as segregation and recycling.</p> <p>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.</p> <p>E-waste is also sent out to be recycled. The waste generated from the computer systems was handed over to Eco-Reco, an organization that directly recycles e-waste. Students organize e-waste collection drives in the campus as well as outside, in the schools, community, buildings, etc. They bring all the collected waste to the designated place in the college, before it is given away to the company van.</p> <p>Thus, the recyclable waste and e-waste generated from the college is indirectly recycled and not directly dumped in landfills.</p> <p>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. 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.</p>	
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	No File Uploaded

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.

The NSS Unit follows all protocols and organizes all drives that the government recommends. Majhi Vasundhara Abhiyan was one such drive that the college conducted in its premises and even nearby 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

All 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)

195755

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

A. All of the above

professional ethics programmes for students, teachers, administrators and other staff
Annual awareness programmes on the Code of Conduct are organized

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

There are many Best Practices followed by BTTC and all have proven to be greatly helpful in teacher preparation. These are customised as per the requirements of an Urban college and have been improvised as per need over the years. These have been uploaded on the college website and all images have been uploaded in the Gallery.

The two Best Practices that have been followed for long by BTTC and have proven to be of immense help in the teacher training profession for all student teachers are:

"SCAFFOLDING DIGITAL COMPETENCIES (SDC)"

(MENTOR-MENTEE PEER MENTORING PROGRAMME)

"CULTURAL KALEIDOSCOPE"

(CCRT Kit based Regional Cultural Presentation)

(Details have been uploaded as a separate document here)

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

B TTC is a teacher training college with an edge over others because of the way we deal with the training of professional ethics among our student-teachers. Social Emotional Learning is followed through the curriculum transaction process.

In this diverse world, students are exposed to people from different cultures, languages and backgrounds. Social and emotional learning (SEL) aims to help students develop more empathy for others and take into account these differences and ensure that all students get an equal chance to succeed.

Through the SEL at B TTC, the prospective teachers become rounded human beings with these skills and attributes to succeed in life. There is also scope to embed tools and strategies that teachers can use to make their lessons more engaging. SEE Learning® India, in collaboration with B TTC conducts sessions with prospective teachers to equip them with these tools. We have a compulsory practice of incorporating Core Element and Values in the lessons during the internships in schools. B TTC collaborated with AATMAN Academy, an inclusive school and organized a 6-day FDP for teachers and prospective teachers. This enabled them to develop social emotional competencies. We also organized a 4-day FDP with MIR Labs-USA on Artificial Intelligence for Teachers.

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