YEARLY STATUS REPORT - 2022-2023

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   **Yes**
  campus?

- 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   Teacher Education
  Education/Physical 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.   **9372594745**

- Alternate phone No.(IQAC)   **8369729516**

- 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-2021-22.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/2023/07/Annual-plan-22-23.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/PMMMNMTT 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   **Yes**

NAAC guidelines

- Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year `02`

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? `Yes`

- (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`

- 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.Workshops Organised by Ms. Naina Dariyanani on 'Yoga Education' (Alumna cum IQAC Member)`

`4) Organized A Visit to Nature Park Botanical Garden - "Sagar Uppvan" at Colaba ( Dr.Sagarika Damble- IQAC Senior Mamber)`

`5) Support for Sports Ground - Dr.Mitesh Gala ( Alumnus & IQAC Member )`

`6) Support for Organizing Academic & Administrative Audit, Green Audit (Dr. Shefali Pandiya )`

`7) Practice Teaching Schools and Placements ( Ms. Lakshmi Chatti & Mr. Peter D'Costa)`

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

Plan of Action	Achievements/Outcomes
Collaboration with Global Dialogue Foundation and with other Non Government Organizations	**BTTC student teachers undertake Community Work and Community welfare activities in Collaboration with NGOs**
Strengthen the Club Activities	**The focus group club activities are student driven and are conducted throughout the year for holistic development of students**
Strengthen Research Activities at BTTC	**Faculty apply for minor research projects and undertake research activities to generate knowledge**
Certificate Course on Soft Skills, Scaffolding Digital Pedagogies	**Students are prepared with SDP skills and integrate technologies in their internships and practice teaching**
Strengthening Placements	**Alumni supports in placements and student are placed upto 70% to 80%**

13.Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CDC & IQAC Committee	**08/04/2023**

14.Whether institutional data submitted to AISHE

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**
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• IQAC e-mail address	**iqacbttc@bttc.edu**
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3.Website address	https://bttc.edu/
• Web-link of the AQAR: (Previous Academic Year)	https://bttc.edu/wp-content/uploads/2023/07/AQAR-2021-22.pdf
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NIL	**NIL**	**NIL**	**Nil**	**NIL**

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	02	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (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	
• If yes, mention the amount		

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

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Strengthening Placements	Alumni supports in placements and student are placed upto 70% to 80%

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CDC & IQAC Committee	08/04/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
Yes	02/02/2023

15.Multidisciplinary / interdisciplinary

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

16.Academic bank of credits (ABC):

For the benefit of Academic credits, HSNC University, Mumbai 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 the DigiLocker of UGC and the students are able to access their earned credits through their respective Academic Bank accounts.

17.Skill development:

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

College conducts value-added webinars on Models of Teaching, Yoga, Art & Craft for Teachers, ICT Skills, Communication Skills, social ettiquettes, entrpreneurship 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 Kaloidoscope. Through the presentations of Cultural Kaleidoscope, and

integration of values of multiculturalism, the best value system of all cultures is imparted. BTTC is Collaborated with Global Dialogue Foundation for the same and Student Teachers undergo the mentorship of different faculty members and the mentors of Global Dialogue Foundation. On certain days they undertake social projects and contribute not only to the national development but widen their horizon to international boundaries. They use their competencies and relate their experiences to teaching profession.

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

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

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

3Communication 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

10Research Skills & Application

11 Lifelong, Lifewide and Lifedeep 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.

Sstudents are encouraged to join

- Coursera courses , courses offered by Swayam
- BTTC LMS Courses

Extended Profile

1.Student

2.1 Number of students on roll during the year	**95**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**100**

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:	**47**

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**47**

File Description	Documents
Data Template	[View File](#)

2.6	**50**
Number of students enrolled during the year	

File Description	Documents
Data Template	[View File](#)

2.Institution

4.1	**36.89**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	**50**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**7**
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

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.

- 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

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	B. Any 3 of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://bttc.edu/wp-content/uploads/2020/08/B.Ed_.-Syllabus-1.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

1.2 - Academic Flexibility

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

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

08

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/2020/08/B.Ed_.-Syllabus-1.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

47

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

47

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	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	View File
Any other relevant information	View File

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

46

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

46

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.

Response

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

Date

Activity

6 June 2022

Chatrapati Shivaji Maharaj Coronation Day

9 to 12 June 2022

Majhi Vasundhara Abhiyaan

19 July 2022

CCRT

20 July 2022

Differentiated Pedagogical Interventions

22 July 2022

Happiness Curriculum

8 to 15 August 2022

Azadi ka Amrit Mahotsav

6 January 2023

Talk Fest On Mental Health

16 January 2023

Mindfulness-Based Stress Reduction

1 February 2023

Visit to Nehru Science Centre

3 February 2023

Capacity Building programme

6 March 2023

International conference Enriching Education: SEE Learning

8 April 2023

World Sindhi Language Day

25 to 27 Apr 2023

SEE Learning Workshop

28 April 2023

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 Chembur Education Society's Chembur Sarvankash ShikshanShastra Mahavidyalaya R.C. Marg, Chembur Naka, Chembur- 400 071 Organizes 'Capacity Building Programme' In collaboration with Secondary Training College Mumbai, Gokhale College of Education, Parel & Bombay Teachers' Training College, Colaba.**
- **Research and discovery by student teachers and faculty together when discussing social development, student teachers 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, Individual student research and discovery for example Community Work, Cultural Education Project, Environment Project, Evaluation Project, Educational Visit (ADAPT) etc.**
- **Further efforts made by BTTC to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field by inviting experts for conducting Workshop on film making, Capacity Building Workshop,**

Mindfulness Based Stress Reduction, SEE Learning Workshop 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

```
4
```

2.1.2.1 - Number of students enrolled from the reserved categories during the year

```
4
```

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

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

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00
```

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

```
00
```

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	**No File Uploaded**
List of students enrolled from EWS and Divyangjan	**No File Uploaded**
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 identifydifferent learning needs of students and their level of readiness toundergo professional education. An orientation programme isorganized 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	**Six/Five of the above**

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

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

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-educationdisciplines to develop competencies in teaching andlearningpedagogies as well as core courses. The teacher educatorsengage thestudents 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,
- Demonstrationof Wordle & QR code generator,Nearpod
- Presentation, Menti.comfor Leadership, Padlet for Crisis
- Management and Basic Skillsand importance
- Cultural Performances, Presentations on Co
- curricularActivities
- Seminar cum Workshop, Discussion & Narration on Bloom's
- Taxonomy & Lesson Planning, DPSP curriculum construction,
- Roleof NGOs for gender equity, Language Registers,
- Challengesfaced by an English teacher
- Visit toSpecial 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
- BikeRacing 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	Nil
Any other relevant information	[View File](#)

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

95

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	**No File Uploaded**
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=zDmcXUZbrro
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 andprovide academic and personal counseling to them.

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

After evaluating the first essay written by the students, facultymembers analyze the various mistakes such as, insufficient contentcoverage, language problems, formation of sentences, grammaticalmistakes, spelling mistakes, poor organization of ideas, slow writing speed, incomplete answers, etc. Tutorial classes areorganized to help students in overcoming the above-mentionedproblems.

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

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

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

Few Students intern at Global Dialogue Foundation that givesthestudents a global perspective and experience.

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

In College Magazine preparation, the students are mentored by allfaculty members to create an authentic and comprehensive annualreport of the college.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it	Five/Six of the above

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 creativepedagogies for the execution of the curriculum. The faculty alsoattempts to use new methodologies in their teaching learning processdepending 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 in April 2023.For example:https://youtu.be/DpHKYIiFztk,https://youtu.be/BkPL8jV1_Hc

Case 2: Similarly Experiments / Demonstrations in Science under the best practice of Science Corner were demonstrated by Science Pedagogy 1and 2 students who were mentors and the college uploaded their demonstrations on the Official YouTube channel of the college as well in the practice treaching schools during internship.

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, FlippedClassroom, Blended Learning, Case study Method, Concept Mapping Technique, Documentary Movie, Self-Learning Material, Mobile basedapplication, Supervised Library Study, KWL (Know, Want to Know Learn), Role – Playing, SQ3R, Brainstorming, Cooperative learningTechniques like Jigsaw method, ICT tools – Quiz, Kahoot, Pawtoon etc.

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

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	**Seven/Eight of the above**

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

2.4.2 - Students go through a set of activities	**Ten/All of the above**

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

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 situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	`All of the above`

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

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

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	**All of the above**

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 ofcommunity 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 facultymembers 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 inchargeship of aparticular school. The practice teaching incharges prepare adocument detailing the activities for internship. Then the facultyincharges interact and orient the school principal and teachersrespectively.

3. Orientation to students going for internship

The internship incharges orient the whole class regarding therequirements and protocol to be followed. Thereafter the meetingwith school teacher incharges take place.

4. Defining role of teachers of the institution

Teacher educators play the role of lesson guides, supervisors andmentors in guiding the internship activities of the studentteachers.

5. Streamlining mode/s of assessment of student performance

During the pandemic, a Google form with rating scale was developedand administered for streamlining and collating the feedback bypeerand school teachers.

6. Exposure to variety of school set ups

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

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

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

2.4.9.1 - Number of final year students during the academic year

47

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

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

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	**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 andmentors in guiding the internship activities of the studentteachers. This takes place in small groups.

Role of school principal The school principal grants permission and facilitates the timetable and allotment of duties to the student teachers incollaboration with the teacher educator.

Role of school teachers The school teachers are the class teachers, subject teachers, andsupervisors who guide the student teachers respectively in theirrespective capacities.

Role of peers The peers observe the lessons of each other and provide constructivefeedback. They also prepare the weekly time table and allot lessonsand 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	**Three of the above**

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)

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

08

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

08

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

08

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

08

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 ineducation:

The teacher educators regularly discuss contemporary issues andpolicies during the staff meetings. Implications of NEP 2020,Outcome based Education, use of LMS like Google Classroom, BTTCShiksha, digital tools, Google Workspace, role of ArtificialIntelligence, Cultural Heritage Education, important National Daysand Events, community work, curriculum framework and transaction,innovative pedagogies, choice based credit system, self-learningevaluations, educational research areas and methodologies, clubactivities and collaborations among many others.

2. Share information with colleagues and with other institutions onpolicies and regulations:

During IQAC and BoS in Education Meetings interaction withcolleagues of other institutions allow sharing of information onpolicies andregulations. The college faculty have been invited asresource persons by various esteemed institutions to deliberate ondiversetopicsinwebinars and Faculty development programmes likeGoogle Classroom - 4 quadrants, Outcomebasededucation, innovativepedagogies,MixedMethodsResearch,ExperimentalResearch,AcademicWriting,Case Study, Inferential Statistics,Plagiarism, ReferenceManagement Systems, Mindfulness, Wellbeing during CovidPandemic,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 HSNC 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/2023/07/Annual-plan-22-23.pdf

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

2.7 - Student Performance and Learning Outcomes

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

The main programme outcomes are: Programme Learning Objectives

(PLO)

PLO1 Professional awareness & Attitude

PLO2 Interdisciplinarity (Understanding of Disciplines and school subjects)

PLO3 Communication Skills

PLO4 Understanding Learner Psychology

PLO5 Differentiated Pedagogical Intervention Skills

PLO6 Responsible and Ethical Integration of ICT

PLO7 Facilitating Learning (Scaffolding & Mentoring)

PLO8 Classroom Management Competencies

PLO9 Differentiated Assessment & Evaluation Competencies

PLO10 Global Teaching Competencies

PLO11 Research Skills & Application

PLO12 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 the propagation of Scientific temper and appreciation of Science and scientists.

7. Club Activities - Literary, Social Sciences, Science- Math andEco clubs, for professional development.

8. Learning Experientially Novel Strategies (LENS) for connecting popular culture with teacher education.

9. E-student portfolios, YouTube Channels and Digital Footprints creation of the students.

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

2.7.2 - Pass percentage of Students during the year

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

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

Response: Programme Learning Objectives (PLO):

PLO1 Professional awareness & Attitude

PLO2 Interdisciplinarity (Understanding of Disciplines and school subjects)

PLO3 Communication Skills

PLO4 Understanding Learner Psychology

PLO5 Differentiated Pedagogical Interventions Skills

PLO6 Responsible and Ethical Integration of ICT

PLO7 Facilitating Learning (Scaffolding & Mentoring)

PLO8 Classroom Management Competencies

PLO9 Differentiated Assessment & Evaluation Competencies

PLO10 Global Teaching Competencies

PLO11 Research Skills & Application

PLO12 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 SkillsThrough Observation of the school teachers, peer observation and peer feedback.The internal tasks, assignments and Self learning evaluation is guided and supervised by the teacher educator.

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

2.7.4 - Performance of outgoing students in internal assessment

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

32

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 takeadmission. Some are Post Graduates and the rest are Graduates.Assessment of such a diverse lot of student teachers is a challengefor the teacher educators. Our college adopted a mechanism ofassessment as regulated by NCTE and HSNC University, Mumbai.

TWO YEAR B.ED. CURRICULUM FRAMEWORK HSNC University Courses

Credits External Marks Internal Marks Total Marks SEMESTER 1 16 180 220 400 SEMESTER 2

24 180 420 600 SEMESTER 4 20 180 320 500 TOTAL CREDITS 80

780 1320

2000

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

Internship and Research Project preparation and monitoring is

doneunder respective pedagogy specific teacher educator and lesson guides throughout the semesters and constant guidance and feedbackis 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/2024/04/Merged-SSS-for-AQAR-2022-23-of-BEd-2021-23-Batch2021-23-3.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

4

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	[View File](#)
Any other relevant information	[View File](#)

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

4

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

3.1.3 - In-house support is provided by the	**Three of the above**

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

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	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	**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	**All of the above**

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

56

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

6

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	View File

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

98

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

98

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

98

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	No File Uploaded

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

4

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

3.4 - Collaboration and Linkages

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

4

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

4

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

07

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	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution possesses necessary facilities to facilitate education in accordance with the prescribed standards set by NCTE. These facilities encompass classrooms, laboratories (including psychology, computer, science, and curriculum labs), indoor game facilities on campus, and a collaborative effort with BMC for a sports field to host the annual sports day. Additionally, the college boasts a mini-conference room and an auditorium for hosting various events and meetings. The institution also shares some facilities with KC Management, such as a studio for multimedia presentations. The online LMS platform, BTTC Shiksha, has been updated for enhanced usability. All classrooms are equipped with LCD projectors and audio systems to support interactive learning. The computer lab is well-appointed for effective teaching and learning, and the library offers a range of up-to-date resources in both print and digital formats. Furthermore, the institution provides infrastructure for Zoom web conferencing platforms and G-suite, facilitating connections between teachers and experts from diverse fields.. For physical and mental wellbeing of students and faculty ,college organises talks, seminars,training programs on various topics such as mindfulness, yoga, Zumba dance classes etc.

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)

175.45

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

4.2 - Library as a Learning Resource

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

The library at our institution has embraced automation through iSLIM, a cloud-based, integrated, multi-user, and multi-tasking library information software. iSLIM efficiently automates acquisition, cataloging, and circulation activities within the library. The entire library collection and the profiles of library members are bar-coded, ensuring the provision of swift and effective services.

To access iOPAC, both students and faculty can use the following URL: https://hsncukrc.slimkm.org/iOPAC. iSLIM software offers several features, including cataloging, classification, serial control, issue return, providing Open Educational Resources (OER), and maintaining special collections like Sindhi materials.

The library operates on all working days from 9 am to 6 pm. Its reading hall can accommodate up to 50 students simultaneously. The

library serves students from various courses, including ECEP, D.LEd, B.Ed, M.A. Education, and Ph.D. students. Additionally, the library is equipped with a barcode printer, scanner, CCTV surveillance, and a laser printer.

As part of HSNC University, the BTTC library details are accessible through the HSNC University web portal: https://hsncukrc.slimkm.org/iSLIM. This portal enables users from BTTC to explore the collections of the other two colleges under HSNC University, namely HR College and KC College. Furthermore, users are permitted to engage in inter-library loans through this portal.

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

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

The institution provides access to iSlim and the library OPAC through the following URLs: https://hsncukrc.slimkm.org/iSLIM and https://hsncukrc.slimkm.org/iOPAC, respectively. Additionally, the college has subscriptions to e-journals and the N-LIST database. Access to these electronic resources is facilitated through the OPAC web portal.

Users of the library are able to avail themselves of free e-resources via the library portal. Access is granted to e-resources subscribed by KRC, HSNCU, H R College, and K C College. Each bonafide student of Bombay Teachers Training College is issued a unique username and password to access NLIST and OPAC.

Using their provided credentials, students can log in to OPAC and gain access to e-resources subscribed by all the colleges under HSNC University. The college subscribes to three e-journals and one database (NLIST). Students can conveniently explore the catalog of available resources through https://hsncukrc.slimkm.org/iOPAC.

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)

1.06

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

412

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/2024/02/library-books-attendence-1.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	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Any other relevant information	**No File Uploaded**

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

It's great to see that the institution is proactive in updating its ICT facilities to enhance the learning experience. The initiatives taken in 2022-23 reflect a commitment to staying technologically current and facilitating teaching and learning. Here's a breakdown of the key updates:

1. **Zoom Webconferencing Platform (2023):**

   - The college renewed its Zoom web conferencing platform, indicating a focus on facilitating online teaching and virtual collaboration.

2. **Library's New LMS(iSLIM)**

   - The Library data from SOUL software is migrated to New SLIM software. All three constituent colleges along with University Library now use the same platform .Hence students of theses colleges can browse the collection of all 4 libraries through its webopac.

3. **WiFi Renewals at 9th Floor, Library ,Staff Room, and Computer Labs:**

   - The renewal of WiFi connections on the 9th floor, staff room, and computer labs suggests an ongoing effort to maintain a robust and efficient network infrastructure throughout the institution.

4. **Active Use of Social Media Platforms:**

   - The institution is actively leveraging popular social media platforms such as YouTube, Facebook, Instagram, and Twitter to communicate with its stakeholders. This indicates a commitment to transparency, engagement, and reaching a wider audience.

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

1:2

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	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
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	Four of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://drive.google.com/drive/folders/1cK KJsEvY0KLBVVDLR3Rjc7W0Jvqex_3X
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/@BttcOfficial
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)

52.47

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

BTTCollege has implemented a comprehensive policy framework to ensure the effective maintenance and utilization of its physical, academic, and support facilities.

The institution employs CCTV surveillance in every classroom, promoting the safety of all.

.In the Psychology Lab, the institution maintains psychological tools and instruments for research and experiments. Clear guidelines for utilizing these resources are prominently displayed in the lab.

The annual sports day follows established rules posted on notice boards to govern participation..

Lbrary Advisory committee responsible for purchasing decisions and policy formulation.

Annual stock-taking ensures the availability of relevant materials, with regular updates to the reference book list and removal of outdated publications.

Facility management extends to annual maintenance contracts for lifts, tally packages, website design, water pumps, water coolers,

and pest control.

Regular checks by technical experts ensure the operational efficiency of computers and accessories, enabling prompt repairs and updates.

.Academic facilities, such as libraries, are automated using LMS (islim) The ibrary provides remote access of its catalogues through A webopac cataloging system for easy access to resources

Our support facilities are managed through a transparent procurement process, ensuring the availability of necessary supplies.Regular audits and feedback mechanisms are conduced to ensure the continuous improvement .

File Description	Documents
Appropriate link(s) on the institutional website	https://bttc.edu/policies/
Any other relevant information	**No File Uploaded**

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	View File

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

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)	**Two 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
36	47

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	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).

12

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	No File Uploaded

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

19

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

5.3 - Student Participation and Activities

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

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 studentteachers 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

15

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

5.4 - Alumni Engagement

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

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 programs of the institution are displayed on the website for the benefit of students and alumni. The prominent Alumni are Ms. Varsha Gaikawad - Minister state of maharashtra, Ms. Mona Seervai - Former Principal of BIS, Mr. Mitesh Gala - HOD Maths Campion School, Mr. Sarosh Baria - Teacher Activity School etc.

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

5.4.2 - Alumni has an active role in the	**Five/Six of the above**

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

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

02

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	View File

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.

The prominent alumni are Mrs.Varsha Gaikwad,Minister, State School Education Minister Government of Maharashtra,Mona Seervai IB Teacher Educator &Former Principal,Bombay International School,Dr Mitesh Gala Head of Department of Mathematics, Campion School etc.

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

Under their competent leadership, the curriculum underwent a transition, and new concepts and rearrangement were implemented while keeping the mission and vision statements in mind. The amount of practical sessions was increased, and the self-learning component was included to better align with teachers' total preparation. Because the curriculum designers and subject area experts were given freedom, this worked.

The BTTC's five-year perspective plan aligns with its objectives

and vision for the 2019-20-2020-23 period. Quality, Industry
Links, ICT Skills, Cultural Kaleidoscope, social endeavors, and
training and seminars for educators in schools and colleges are
only a few of its many key themes. In addition, it covers
webinars, FDPs, online courses on any LMS, and certificate
programs.

The faculty participates through a variety of academic
organizations, such as the Student Council, the Board of Studies,
which consists of elected members, various clubs, sports
committees, etc.

The participatory decision-making process involves all members of
the faculty, student representatives, and non-teaching staff,
enabling them to make valuable contributions to the provision of
high-quality education. The IQAC and student-run focus groups are
two examples of processes that support the college's goal and
vision.

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 Principals are granted autonomy by the HSNC Board, which also
grants them the authority to decide how to improve the caliber of
the academic programs. The "No Capitation Fee" philosophy guides
the actions of the HSNC Board and BTTC, which are against the
commercialization of education. The college management and
principal call meetings of the CDC to evaluate the quality control
measures the college has implemented. The growth and progression
of the activities, along with the pertinent perspective plans that
are linked to achieve excellence in the teacher training programs,
are put into practice.

BTTC IQAC keeps an eye on how well the programs the college delivers work. It is rather comprehensive and involves a wide range of participants, including parents, school principals, instructors, alumni, students, professionals, and NGO's. These members are kept up to date on the college's initiatives, subsequent achievements, and long-term objectives. In order to achieve the institution's predetermined goals, their opinions, ideas, and proposals are taken into consideration. Their participation is solicited for the growth of educational efforts. The college is home to a plethora of committees, clubs, associations, cells, and focus groups. Faculty members are also selected to leadership roles as mentors. The other faculty members and students work together to contribute to the global professional practitioner preparation program.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

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

Financial

Financial records of the college are regularly audited. The external audit is carried out by chartered accounting firm M/s. Singavi, Oturkar & Kelkar, while the internal audit is carried out by the management-affiliated HSNC Board. The external auditor develops a regular audit program, which runs from April through March. Following internal auditing, the college receives a certificate from the auditor. The external audit is carried out by government representatives that the joint director's office selects. The audited statements are accessible on the college's website.

Academic

It is impossible to overestimate the role that IQAC plays in preserving and raising the standard of BTTC's teacher preparation programs. IQAC develops the academic schedule each year. Additionally, IQAC prepares administrative and academic audit reports in accordance with the specified proforma. Experts are

invited by the organization to validate and evaluate submitted research. The syllabus as well as a full schedule of events, programs, and schedules are updated on a regular basis on the college website.

Administrative

In order to promote openness and the smooth functioning of the administrative process, the following activities are completed: uploading data on the website pertaining to the application process, audited financial accounts, fee schedule, etc.

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

In alignment with our vision statements 'the institution planned to organise an InternationalConference Enriching Education: Integrating SEE Learning on 6th March, 2023.

the conference was organised to achieve the strategic plan of collaborating with institute of national repute & create a win-win situation for strenghtening the curricula, pedagogies and professional repertoire of faculty and students.

Hon'ble Vice Chancellor, HSNCU, Prof. Hemlata Bagla then shares her valuable thoughts on the need for Compassion.

Ms.Mona Servai then briefly introduces the already set practices of the SEE learning programme.

Mr. Ryder Delaloyleenlightenedabout Cognitively Based Compassion Training, Foremost contributor in SEE Learningalong with Higher Education in Emory University.

Ms. Reshma Piramalspoke about SEE Learning Framework & Pedagogy.She also laid out the key indicators of Compassion - Based - Education.

Alejandro Barcenas and Fernando Barcenas spoke on SEE Learning and Teacher Training in pre-service Spaces in Mexico & providedinsights on the importance of promoting SEE Learning in teachers' colleges.

Ms Rajneesh and Ms Nishigandha stated about their journey at Akanksha with SEE Learning curriculum.

Ms. Mona Seervai elaborates upon the topics of SEE Learning for Adult Learners & SEE Learning in the IB Curriculum.

Ms. Pooja Rao illuminated the universally accepted elements for Positive Teacher Student Relationship on the basis of critical studying, the imperative points like Empathetic Communication, Emotional Safety, Mutual trust, respect and feedback, Feeling connected and cared for.

Ms Dimple concluded on the importance of educating the mind of the students along with their hearts.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://bttc.edu/wp-content/uploads/2022/05/Perspective-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.

The College Development Committee is made up of representatives from local experts, alumni, management, teaching and non-teaching personnel, and more. The CDC promotes quality and excellence and evaluates college activities as they progress.

The IQAC is composed of local experts in addition to academic members from outside the institution. Regular meetings are held to talk about the activities and exchange fresh suggestions for raising the standard.

The goal of the placement cell is to help this college's students find jobs at respectable establishments that will benefit the community by producing competent teachers. The placement cell is

run under the direction of the Student Placement Committee, which is composed of representatives from the student body, faculty, and alumni.

Alumni from BTTC help the institution to organise events and provide subject matter expertise for webinars and workshops.

Women's Development Cell (WDC): WDC organises unique student events such as Investor Awareness Programmes.

To assess the situation and create strategies for future action, meetings are frequently called. Brochures, reports, and other materials are generated for the events and activities carried out by the institutional entities.

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

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

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

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

The faculty members grant the Bombay Teachers' Training College Student Council and other focal groups the power to pursue their objectives. These groups were primarily established to develop leadership skills.

For example, the Fitness Club organises events to take care of the health of the students.

College Development Cell aprises the quality sustenance and enhancement initiatives of the college.

A variety of other committees, bodies, and cells are also established by BTTC, and their functions are suitably delineated in the context of the college's general evolution. Among them are the Women Development Cell, Students' Council, Focus Groups-Clubs, Library Committee, Cultural Committee, Anti-Ragging Committee, Grievance Redressal Committee, College Development Committee, and Women Development Cell. These committees, Cells, and Focus Groups work tirelessly throughout the year to finish all action plans and maintain the accuracy of their reports.

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

There are several welfare programs in place to support employees' physical and mental health. The college maintains a democratic work environment and an open door policy. Because of its state-of-the-art infrastructure, it offers a helpful and positive learning atmosphere. Environments for infrastructure-sound learning are created. The college provides a clean environment. There is air conditioning in the staff room.

Faculty members are free to chooseto take part in workshops, professional development courses, and short-term courses of their choice. The college also conducts programs to help its professors advance. Teachers and staff receive raises and promotions on schedule through CAS.

Monetary Support to Non- Teaching Staff

Every year, the non-teaching staff is given uniforms. They receive training on office duties, etiquette, and hygiene. Flexibility with the work schedule and tasks if there are any personal or medical concerns.Non-teaching staff members receive advance payments during the Diwali celebration. They receive cash support when they need it. One feature that is offered is the ability to cash in earned leave.

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	No File Uploaded

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

02

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.

11

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

06

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

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

The 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) and all of its subsequent amendments apply to the college's teaching and non-teaching staff.

Teaching Staff

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.a) The Annual Self Assessment for the Performance Based Appraisal System (PBAS) is used to evaluate each faculty member.

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 BTTC —which is founded on the ideals of Integrity, Fair Presentation, Due Professional Care, Confidentiality, Independence, and Evidence-based Approach—is followed religiously when conducting the audits. The internal auditing process includes an audit of every voucher. Checking the bills and vouchers enables

a thorough analysis of the expenditures incurred under different categories. The principal is informed of any discrepancy that is found. The same process has been followed since its inception.

In compliance with regulatory rules, experienced accountants audit the finances on a regular basis. Following the audit, the auditor confirms that a report has been prepared and that all payments have been duly authorised. All inquiries are promptly addressed, accompanied by any required paperwork. These strategies all demonstrate how financial matters are handled openly and with discipline. The audited statement has been duly signed by the management representatives and the chartered accountant.

The entity's accompanying financial statements have been prepared in compliance with The Maharashtra Public Trusts Act, 1950, with respect to all relevant aspects. The audit evidence is appropriate and sufficient to support the auditor's observations.

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.

As part of its mission, BTTC places a high priority on national progress and, in order to maximise its use of resources, it follows open and honest business practices.

The institution is a member of the Hyderabad (Sind) National Collegiate Board. One kind of financial aid that the college receives is salary grants. Only the salary of emplyees engaged for the aided section arepaid with this salary grant. The staff member's account is now directly credited with their compensation by the Joint Director. The non-grant faculty members' salaries are covered by the tuition fees that students pay.

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 funds are utilised to plan extracurricular activities, extend the curriculum, build computer and psychology labs, libraries, upgrade technology, improve infrastructure, and hire resource personnel for a range of events. Our ability to utilise our resources most efficiently has been made possible by collaborations with many organisations (NGOs, university departments, HRDC, etc.), colleges, and schools, among other establishments.

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

By identifying and recommending creative methods to employ educational resources, proposing immersive and interactive

teaching-learning approaches, building appropriate infrastructure, offering suggestions for new programmes, etc., the IQAC seeks to maintain and enhance the quality of education. Periodically, the several subcommittees conduct the various activities in compliance with and collaboration with the IQAC. The input is sent to the IQAC so that it can advance and enhance the quality. Through programmes to enhance quality and best practices, the IQAC fosters a culture of quality. Regular staff meetings are held to keep the staff members informed about the quality targets and initiatives. 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	View File

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

IQAC provides orientation to the faculty and non-teaching staff of the university. Recommendations from outside parties to improve the calibre of the teaching-learning process are common.

HSNCU's Board of Studies in Education has revised and approved the B.Ed. programme. The programme learning outcomes, such as utilising research skills and global teaching competences, are supported by the redesigned curriculum. Lifelong, life-wide, and life-deep learning are encouraged through curriculum exchanges.

To meet each student's individual learning needs, the institution employs a range of teaching-learning strategies, such as the constructivist approach, experiential and interactive methodology, and digital interventions.

Reform based on the teaching-learning approach: IQAC ensures that all academic and co-curricular events are conducted in accordance with the Bombay Teachers' Training College's academic schedule. To help students develop the knowledge, skills, and dispositions of a good teacher, they are practically exposed to a range of student-centered strategies.

Digital pedagogy is widely used by the faculty. The foundation for the widespread adoption of digital teaching was laid by the institution's adoption of an online instructional approach during the pandemic. Faculty members used a range of digital technologies, such as Quizziz, Kahoot, Socrative, Padlet, Jamboard, etc., for teaching, learning, and assessment. For curriculum exchanges, Google Classroom and other LMS were utilised.

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	View File

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

11

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

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

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

Through a range of initiatives, the organisation has kept moving forward with quality improvement. It is imperative to enhance digital engagement, training, and joint initiatives to achieve these kinds of gains. In order to increase students' employability, the institution continuesto improve digital intervention and training.

BTTC has persisted in enhancing its cooperative endeavours with both domestic and global establishments.

The institution continues its efforts of peer tutoring in the Best Practce of Scaffolding digital Practices. This year empahsises was also laid on enhancing the humane aspect in the students through Social Emotional Ethical Learning (SEE Learning)

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](#)

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

The college has deep concern to protect the environment, health and well-being by implementing effective waste management practices such as segregation and recycling. We follow the Swatchh Bharat Mission clean-up initiatives regularly.

All waste paper is either donated or sold out to the scrap dealer. E-waste is also sent out to be recycled. The waste generated from the computer systems is handed over to Threco, 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.

Another drive is the Plastic Collection Drive. The faculty and students segregate plastic waste in college and home and collect it to be given for recycling.

Thus, the recyclable plastic waste and e-waste generated from the college and homes are sent for recycling and not directly dumped

in landfills. The students often have discussions about Reduce, Reuse and Recycle when they go out for internships and create teaching and instructional material for their lessons. The students do cleaning of premises and also the areas adjoining the college.

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 | **Three 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

BTTC demonstrates unwavering commitment to maintaining cleanliness, sanitation and pollution-free environment on its campus. The institution has implemented a waste segregation system, promotes waste reduction, recycling and responsible disposal practices through the BMC. Eco Club and NSS takes regular cleanliness drives involving students and staff contributing to the upkeep of the campus. We maintain green spaces through potted plants to ensure sustainable greenery.

BTTC encourages the use of eco-friendly practices and promotes awareness campaigns on air and water quality through discussions and morning musing sessions. BTTC is dedicated to environmental sustainability and well-being through use of sanitizers and waste bins.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

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

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

263779

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 gained a lot through these interactions in the previous years too.

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.

During internship, lessons in all subjects use local contexts as and when possible, by incorporating the Core Element.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

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

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)

Describe any two best practices successfully implemented by the institution as per NAAC format

There are many Best Practices followed by BTTC and all have proven to be greatly helpful in teacher preparation. These are customized 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:

CULTURAL KALEIDOSCOPE

(CCRT Kit based Regional Cultural Presentation)

SCIENCE CORNER

(A Corner for One and All)

(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

At BTTC, the philosophy of education extends far beyond the traditional classroom walls. Rooted in the belief that learning thrives within a collaborative and inclusive community, BTTC has embraced a range of community-driven pedagogies to enrich the educational experience of its students.

International Conference on SEE Learning (Social, Emotional and Ethical Learning), Community Service in NGOs, celebrating International Day of Yoga and World Sindhi Language Day, integrating SEE competencies in lessons during internship, visiting special schools and following inclusive teaching strategies are ways that the college follows to deliver the

distinct flavour of Learning Community driven Pedagogies to the society.

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