

# Bombay Teachers' Training College

Colaba, Mumbai – 400 039

## The Annual Quality Assurance Report (AQAR) 2016-17 of the IQAC

(As Revised in October 2013)

### Part – A

#### 1.Details of the Institution

1.1 Name of the Institution

Bombay Teachers' Training College

1.2 Address Line 1

MahakaviBhushan Road, Opp. Apollo Hotel, Near Regal Cinema,

Address Line 2

Colaba

City/Town

Mumbai

State

Maharashtra

Pin Code

400039

Institution e-mail address

1. bttcollege1969@gmail.com

2. bttcollege@hotmail.com

Contact Nos.

1. 022-22047160

2. 022-22828899

Name of the Head of the Institution:

Dr MintuSinha

Tel. No. with STD Code:

022-22845856

Mobile:

9820524455

Name of the IQAC Co-ordinator:

Dr. Rajeev I. Jha

Mobile:

9967503945

IQAC e-mail address:

bttciqac@gmail.com

1.3 NAAC Track ID(For ex. MHC0GN 18879)

09380

1.4 NAAC Executive Committee No. &Date:

EC(SC)/ 20 / A&A / 4.3 dated 16-12-2016

(For Example EC/32/A&A/143 dated 3-5-2004.  
This EC no.is available in the right corner-bottom  
of your institution's Accreditation Certificate)

1.5 Website address:

www.bttc.edu

Web-link of the AQAR:

http://trutechwebs.com/cs/bttc/module/upload/bttc/files/aqar-2016-17.pdf

1.6 Accreditation Details:

Sl.No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	A Level	85.50	2004	02.05.2009
2	2 <sup>nd</sup> Cycle	A	3.20	2011	07.01.2016
3	3 <sup>rd</sup> Cycle	A	3.28	2016	15.12.2021

1.7 Date of Establishment of IQAC: (DD/MM/YYYY)

04.10.2004

1.8 AQAR for the year (for example 2010-11)

2016-17

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

**Not Applicable (Since the latest Re-accreditation-3<sup>rd</sup> Cycle-was on December 16, 2016)**

1.10 Institutional Status:

University  State  Central  Deemed  Private

Affiliated College Yes  No

Constituent College Yes  No

Autonomous college of UGC Yes  No

Regulatory Agency approved Institution (by NCTE) Yes  No

Type of Institution Co-education  Men  Women

Urban  Rural  Tribal

Financial Status Grant-in-aid  C 2(f)  C 12B

Grant-in-aid + Self Financing To  Self-financing

1.11 Type of Faculty/Programme

Arts  Science  Commerce  Law  PEI(PhysEdu)

TEI (Edu)  Engineering  Health Science  Management   
Others(Specify)

1.12 Name of the Affiliating University (for the Colleges)

University of Mumbai

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-Special Assistance Programme DST-FIST

UGC-Innovative PG programmes

(Specify)

UGC-COP Programmes

**2.IQAC Composition and Activities**

2.1 No. of Teachers (including Principal & Librarian)

(01 + 10 + 01) = 12

2.2 No. of Administrative/Technical staff

01

2.3 No. of students

02

2.4 No. of Management representatives

01

2.5 No. of Alumni

02

2.6 No. of any other stakeholder and community representatives

(01 + 01) = 02

(NGO & Parent (PTA) Member Representatives)

2.7 No. of Employers/ Industrialists

(02 + 03) = 05

(Practice Teaching School & Corporate Representatives)

2.8 No. of other External Experts

01

2.9 Total No. of members

(Internal-15+ External-11) = 26

\* Please see the Annexure – (i) for the List of Members in IQAC – 2016-17 on pages 34

2.10 No. of IQAC meetings held

18

2.11 No. of meetings with various stakeholders:

Faculty

06

Non-Teaching Staff

Stud

02

Alumni

06

02

01

2.12 Has IQAC received any funding from UGC during the year? Yes

No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/Workshops/Symposia organized by the IQAC

Total Nos.

I

1

tional

N

al

S

In

on Level

1

(ii) Themes

- Panel Discussion on the theme “Education 3.0 and the Next Wave of Transformation” was held on 14<sup>th</sup> February 2017, on the day 1 of the BTTC Week Celebrations.

2.14 Significant Activities and contributions made by IQAC:

- The college was awarded ‘A’ Grade (CGPA 3.28) by NAAC in its 3<sup>rd</sup> Cycle. The NAAC Peer Team visited the college for two days on 5<sup>th</sup> and 6<sup>th</sup> of December 2016. The peer team members were Prof. Y. Sudhakaran Reddy (Chairman), Prof. R. Ranganathan (Member Coordinator) and Dr. S. K. Upadhyay (Member).
- In collaboration with KA Edu Associates a short term course was organised for DTED& DECE.
- The college conducts coaching for the B.Ed. CET Entrance Examinations for the wives and women from the Naval fraternity along with candidates from the society. This activity is conducted by the College Women development Cell in association with Western Naval Command, Mumbai.
- The college has successfully organized Cultural Kaleidoscope, BTTC Week, LENS Series and Students’ Portfolio, which are our best practices.
- The college continued with its best practice of celebrating the ‘Cultural Kaleidoscope’. The cultural kaleidoscope means celebrating different cultures, wherein different States of India are represented by their traditions, food, culture, ideas, beliefs, dress, etc. Every year the B.Ed batch is divided into groups, each group representing one of the zones i.e., the North zone, South Zone, West Zone or East zone. Thus, the presentations of this year were: West and South zone and ‘Vaividhay’ (Sindhi & North Zone).
- ‘National Education Day’ was celebrated on 11<sup>th</sup> November, 2016 wherein poster and slogan writing competitions was organized.
- Students participated in interaction with ten students from the ‘La Trobe University’ Australia over lunch at the Status Hotel at Nariman Point on 31<sup>st</sup> November, 2016.
- Pidilite conducted a workshop on 8<sup>th</sup> March, 2017 in techniques of jewellery making & tie-dye.
- Sanskar India Foundation conducted a craft workshop in October 2016 on making paper flowers, lanterns and gift bags.

<ul style="list-style-type: none"> <li>• ‘Heritage and Good Citizenship’ Training Workshop by INTACH, Mumbai Chapter, at Dr. BhauDaji Lad Museum and Rani Bagh Garden 21<sup>st</sup> March 2017.</li> <li>• Guest Lectures organised:</li> </ul>	<ul style="list-style-type: none"> <li>✓ On 14<sup>th</sup> Sept., 2016 a guest lecture on ‘Ethical Hacking’ by Mr. Sachin Dedhia.</li> <li>✓ Seminar on ‘Financial Literacy’ was conducted where the Guest speaker Mr.MahendraPanekar from DalalBroacha Stock Broking Firm enlightened students on Systematic Investment Planning (SIP).</li> <li>✓ Ms.Jeenal Shah gave an insightful lecture on career counselling.</li> <li>✓ Workshop on ‘Well Being’ was conducted by Mr. Sanjay Bhatia and his wife Mrs.Anuradha Bhatia on 2<sup>nd</sup> December, 2016.</li> <li>✓ Guest Lecture by Dr. DeeptiMankad on ‘Learning Disabilities’ on 5<sup>th</sup> December, 2016.</li> <li>✓ Chef Mr.TamoghaChakraborty conducted a workshop on ‘Health and Nutrition’.</li> <li>✓ A seminar on eye health and its mental and social implications by Mrs.Darshini Desai was organised on 4<sup>th</sup> February, 2017.</li> </ul>
<ul style="list-style-type: none"> <li>• Dr. LubnaMansuri received anICSSR sponsored major research fund of Rs. 7,00,000/- on ‘Life Skills Education Program for the marginalised students of eighth standard – an experimental study’.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty participated &amp; presented papers in Conferences / workshops/ seminars.</li> <li>• Faculty were invited as Resource Persons/Experts in syllabus revision committee of University of Mumbai, Selection Committees, Seminars, etc.</li> <li>• Students were given individualized feedback along with additional inputs by the faculty in the respective mentor groups.</li> <li>• Students were encouraged to reflect on their progress through self-prepared Portfolios.</li> <li>• Use of ICT for:</li> </ul>
<ul style="list-style-type: none"> <li>✓ On line Assessment: Content Test in Science &amp; Commerce</li> <li>✓ Revision through Google Form Quiz for Course-5: Learning &amp; Teaching</li> <li>✓ On line Assessment was also conducted for F. Y. D. El. Ed. students for one of their practicum of MCQs.</li> <li>✓ Use of OER (Socrative) was done for F. Y. D. El. Ed. students by a quiz on the topic ‘Pedagogy, Andragogy and Heutagogy.’</li> <li>✓ F. Y. D. El. Ed. students uploaded their seminar presentations on BTTC Shiksha.</li> </ul>	<ul style="list-style-type: none"> <li>• D-Space for developing institutional repository has been followed this year too.</li> <li>• As part of the program with Sanskar India Foundation, the DTed students have conducted lessons in various schools on water pollution, eco-friendly Ganapati idols, ‘Traffic Safety Rally on 20<sup>th</sup> January, 2017’, etc.</li> <li>• Organized a campus recruitment event on 17<sup>th</sup> January, 2017 for the students of Bachelor of Education (S. Y. B. Ed.), Diploma in Teacher Education (S.Y.D.T.Ed) and Diploma in Early Childhood Education (D.E.C.E). The college invited the reputed elite international and local school administrators, principals and supervisors for this purpose. Various schools such as Aditya Birla World Academy, NSS Hill Spring, Bombay International School, NMT Academy and various pre-schools such as Learning Links, Backyard Bears and Serra International pre-school participated. More than 22 institutions participated in this programme and more that 70% student teachers found placement with this endeavour.</li> <li>• Students and teachers participated in the International Costal clean-up, an initiative by The National Coast Guard, on 17<sup>th</sup> September, 2016, for clean-up of GirgaumChowpatty post Ganapati Festival.</li> <li>• The Science Club conducted:</li> </ul>
<ul style="list-style-type: none"> <li>○ The ‘Science Corner: A corner for one and all’ was initiated on 15<sup>th</sup> October 2016 and the series continued throughout.</li> <li>○ F.Y.B.Ed. students won the Rotating Trophy in “Science Teaching Aids Competition’ organized by Gokhale Education Society.</li> <li>○ A learning trip to Nehru Science Centre on 30<sup>th</sup> September 2016.</li> <li>○ Educational visit trip to Karnala on 18<sup>th</sup> January, 2017 was organized in collaboration with Dow Chemical’s.</li> <li>○ Visit to HomiBhabha Centre for Science Education was organised on 28<sup>th</sup> February, 2017 where students participated in workshop.</li> </ul>	

<ul style="list-style-type: none"> <li>The Social Science Club undertook various activities: <ul style="list-style-type: none"> <li>Commerce live simulation was held on 30<sup>th</sup> November, 2016 on ‘Demonetization’.</li> <li>Celebration of Independence Day on 15<sup>th</sup> August, 2016.</li> <li>Visit to Chhatrapati Shivaji Maharaj Vastu Sangrahalaya on 24<sup>th</sup> August 2016.</li> <li>Heritage walk was organized on 17<sup>th</sup> December, 2016.</li> <li>Christmas was celebrated on 24<sup>th</sup> December, 2016.</li> </ul> </li> </ul>
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The Literary Club activities:	
<ul style="list-style-type: none"> <li>Samina Agwan of SYBED secured the 2<sup>nd</sup> place in Sir Rustom P Masani Inter Collegiate Elocution Competition organised by The K R Cama Oriental Institute.</li> <li>Farheen Wadiwala secured 2<sup>nd</sup> place in the Debate competition organised by Anjuman Islam Begum Jamilia High School and College for girls.</li> <li>Nidhi Tomar secured 2<sup>nd</sup> place in the Poetry Recitation (English) organized by Thakur Shyam Narayan College of Education and Training.</li> <li>Payal Gupta won the 3<sup>rd</sup> place in the Essay Writing Competition organized by Hansraj Jivandas College of Education.</li> <li>Sanjana Borkar secured 1<sup>st</sup> prize in Poster making competition organized by Xavier’s Institute of Education and was placed 3<sup>rd</sup> in the Poster Making Competition organized by K.J. Somaiya Comprehensive College of Education, Training and Research.</li> <li>Students attended screening of the play ‘Ripples’ at St. Xavier’s Institute of Education on 4<sup>th</sup> March, 2017.</li> </ul>	

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

Plan of Action	Achievements
<b>PERSPECTIVE PLAN FOR THREE ACADEMIC YEARS (2013-14 TO 2015-16)</b>	
<b>I: Institutional Quality Endeavours:</b>	
1.1 Offering New Programmes: (Academic, Value-added, Skill-oriented, Other Staff development, and Community Extension)	<ul style="list-style-type: none"> <li>One more Value added and skill based add-on certificate course was introduced for the B.Ed students.</li> <li>Application for seeking permission for opening M.Ed. have been sent to NCTE.</li> </ul>
<b>II: Academic (Teaching-Learning-Evaluation) &amp; Research Output:</b>	
2.1. Organizing UGC/other agencies sponsored National Conferences & International Conferences.	<ul style="list-style-type: none"> <li>Proposals for various conferences and seminar have been sent to NAAC, UGC, ICSSR and other funding agencies.</li> </ul>
2.2. Escalating Research endeavours	<ul style="list-style-type: none"> <li>Dr. Lubna Mansuri received a major research grant from ICSSR. The project is on ‘Life Skills Education Program for the marginalised students of eighth standard – an experimental study’.</li> <li>The college procures psychological tests/inventories for its psychology laboratory every year. These are purchased after taking recommendations of all faculty members. These tests/inventories are then put to use through the B.Ed./D.T.Ed./DECE Research Projects by the student teachers under the guidance of the faculty members.</li> <li>The psychology tests are put to use in third semester when the students are trained in collecting online data using google forms.</li> <li>The faculty members also guide the D.T. Ed. and S.Y. B. Ed. students in research project.</li> </ul>

Plan of Action	Achievements
<b>PERSPECTIVE PLAN FOR THREE ACADEMIC YEARS (2013-14 TO 2015-16)</b>	
2.3. Incorporating m-learning.	<ul style="list-style-type: none"> <li>✓ Use of ICT for:</li> <li>✓ On line Assessment: Content Test in Science &amp; Commerce</li> <li>✓ On line Assessment was also conducted for F. Y. D. El. Ed. students for one of their practicum of MCQs.</li> <li>✓ F. Y. D. El. Ed. students uploaded their seminar presentations on BTTC Shiksha.</li> </ul>
2.4. Revision through MCQ's.	<ul style="list-style-type: none"> <li>• Revision through Google Form MCQs Quiz for Course-5</li> </ul>
<b>III: Student Mentoring, Support System, Community Service &amp; Extension Work:</b>	
3.1. Strengthening Students' Portfolio.	<ul style="list-style-type: none"> <li>• To encourage self-reflection amongst the students, they are encouraged to prepare Portfolios which are formative and systematic. Students display their portfolio during Campus Interviews to showcase their talents, skills and academic performance.</li> </ul>
3.2. Training student teachers in utilizing Interactive White Board and Language Lab Software.	<ul style="list-style-type: none"> <li>• Students are trained in the use of Interactive White Board (IWB) &amp; Language Lab. Subsequently the students use this knowledge in their practice teaching.</li> <li>• Conducted add on courses Learning Language Digitally&amp;Integrating Technology in Education (B.Ed.) &amp;Integrating Technology in Early Childhood Education (DECE).</li> </ul>
3.3. Providing a student support mechanism for coaching for competitive examinations like TET, NET/SET, etc.	<ul style="list-style-type: none"> <li>• The college conducts coaching for the B.Ed. CET Entrance Examinations for the wives and women from the Naval fraternity. This activity is conducted by the College Women development Cell in association with Western Naval Command, Mumbai as Consultancy Services of the college faculty. This year we are conducting it from 17<sup>th</sup> April to 28<sup>th</sup> April 2017. Candidates from society also attended this program.</li> </ul>
3.4. Students' Welfare Measures	<ul style="list-style-type: none"> <li>• Six eligible B.Ed. students were identified &amp; recommended by the faculty for the Priyadarshini Scholarship.They were identified on basis of the criteria set forth by Priyadarshini Academy (economic &amp; academic).</li> <li>• Re-examination was conducted for failures and students absent on genuine grounds.</li> <li>• Students from low socio-economic backgrounds were given the concession to pay their fees in instalments.</li> </ul>
3.5. Strengthening Students' Placement.	<ul style="list-style-type: none"> <li>• Organized a campus recruitment event on 17<sup>th</sup> January, 2017 for the students of S. Y. B. Ed., Diploma in Teacher Education (D.T.Ed) and Diploma in Early Childhood Education (D.E.C.E).</li> <li>• Various schools such as Aditya Birla World Academy, NSS Hill Spring, Bombay International School, NMT Academy and various pre-schools such as Learning Links, Backyard Bears and Serra International pre-school participated.</li> <li>• All the faculty members train the students to put their best foot forward for placements. Content</li> </ul>

Plan of Action	Achievements
<b>PERSPECTIVE PLAN FOR THREE ACADEMIC YEARS (2013-14 TO 2015-16)</b>	
	enrichment classes are arranged right from the beginning of the course. <ul style="list-style-type: none"> <li>• An add-on course on ‘Innovative Teaching Strategies’ is conducted to expose the students in innovative use of different strategies, methods, techniques. These strategies are implemented by the students during practice teaching.</li> </ul>
<b>IV: Governance &amp; Innovation:</b>	
4.1. Upgrading the Library as a Learning Resource	<ul style="list-style-type: none"> <li>• D-space is being regularly updated to develop institutional repository.</li> <li>• Previous years’ University &amp; College question papers were scanned &amp; kept in soft form for ready reference.</li> <li>• New books procured as per the new courses of the two-year D. El. Ed. programme.</li> </ul>
4.2. Continuous up gradation of technology.	<ul style="list-style-type: none"> <li>• The college has upgraded its internet plan.</li> </ul>
4.3. Recreating educational spaces.	<ul style="list-style-type: none"> <li>• Vertical garden was created on three floors of the college building.</li> </ul>
4.4. Identifying strategies to strengthen the connections with alumni (Alumni Association) as well as with parents/guardians (Parent Teacher Association – PTA).	<ul style="list-style-type: none"> <li>• Alumni support was elicited for continuing demonstration lessons, supervisions, &amp; motivation of the present batch.</li> <li>• PTA meeting was conducted &amp; potential resource persons as well as a general feedback on the working of the college &amp; the progress of their wards were taken.</li> </ul>

\* Attached Academic Calendar of the year as Annexure-(ii) on page 35 - 41.

2.16 Whether the AQAR was placed in statutory body Yes  No

Management  State Any other

Provide the details of the action taken



## Part – B

### Criterion – I

#### 1. Curricular Aspects

##### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	1	0	0	0
PG	0	0	0	0
UG	1 (B.Ed.)	0	0	0
PG Diploma	0	0	0	0
Advanced Diploma	0	0	0	0
Diploma	2 (DTEd & DECE)	0	2 (DTEd & DECE)	0
* Certificate	7 (Add-on Certificate Courses)	1 (Add-on Certificate Course)	8 (Add-on Certificate Courses)	8 (Add-on Certificate Courses)
Others	1 (Study Centre of M.A. (Edu.) of IDOL, Univ. Of Mumbai)	0	0	0
<b>Total</b>	12	1	10 (8 +2)	8
Inter-disciplinary	0	0	0	0
Innovative	7 (Add-on Certificate Courses)	1 (Add-on Certificate Course)	8 (Add-on Certificate Courses)	8 (All Add-on Certificate Courses)

Sr.	* Details of Number of value added / Career Oriented programmes (Add on Certificate Courses)
1.	Yoga (Introduced since 2005-06)
2.	Aerobics (Introduced since 2005-06)
3.	Learning Language Digitally (Renamed in 2014-15) (Introduced as an activity of Language Laboratory initially in 2012-13)
4.	Creative Crafts (Earlier SUPW is introduced as an Add on Course from 2014-15 as Creative Crafts)
5.	Integrating Technology in Education (B.Ed.) & Integrating Technology in Early Childhood Education (DECE) (Introduced in June, 2005) (Renamed in 2012-13)
6.	iSmart – Personality Development & Image Enhancement for Teachers (in collaboration with Pacific Training and Consulting Services) (Renamed in 2014-15) (Introduced in 2005 as Pathways to Personal Enrichment)
7.	Models of Teaching (Introduced in 2014-15)
8.	Innovative Strategies of Teaching (Introduced in 2016-17)

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options:

B.Ed. (CBSGS: Core + Elective)

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	2 (B.Ed. & DECE)
Trimester	0
Annual	1 (D.El.Ed.)

1.3 Feedback from stakeholders\*Alumni  Parents  Employers

(On all aspects)

Mode of feedback : Online M  N.A Co-  ing schools (for PEI)  N.A

\*An analysis of the feedback is attached as Annexure-(iii) on page 42 – 43.

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes.

(In D. El. Ed. by MSCERT {Maharashtra State Council Educational & Research Training} & DECE by the college)

In the year 2016-17 the syllabus of D.T.Ed. has undergone a major curriculum changes.

Link – mscert.org.in

#### Syllabus Revision for D. T. Ed. / D. El. Ed. Course

Name of the Course	
OLD	New
D. T. ED. – Diploma in Teacher Education	D. El. ED. – Diploma in Elementary Education

#### Theory Papers

Sr. no.	F.Y. D. T. Ed. (OLD)	Marks of Theory Papers	Marks Internal Assessment of Theory Paper	F.Y. D. T. Ed. (New)	Marks of Theory Paper	Marks Internal Assessment of Theory Paper
	<b>Basic Subjects</b>			<b>Basic Subjects</b>		
1	Indian Society & Primary Education	80	20	Child Development & Knowing Our self	40	60
2	Psychology of Learning & Teaching	80	20	Education Process & Society	40	60
3	Educational Evaluation	40	10	Curriculum, Teaching-Learning Pedagogy & Evaluation	40	60
4	Educational Management	40	10	Proficiency in Marathi	40	60
	<b>School Subjects Content-cum-methodology</b>			<b>School Subjects Content-cum-methodology</b>		
5	Mathematics	80	20	Teaching of third Language Marathi	40	60
6	Work education	40	60	Teaching of first Language English	20	30
7	Physical education	40	10	Teaching of	40	60

Sr. no.	F.Y. D. T. Ed. (OLD)	Marks of Theory Papers	Marks Internal Assessment of Theory Paper	F.Y. D. T. Ed. (New)	Marks of Theory Paper	Marks Internal Assessment of Theory Paper
				Mathematics		
8	First Language English	80	20	Environmental Studies	40	60
9	Second Language Hindi	80	20	-	-	-
	Total	560	190		300	450
		750			750	

### Practicum

F.Y. D. T. Ed. (OLD)	Marks	F.Y. D. El. Ed. (New)	Marks
Practice Lessons	100	Internship (Practice Lessons)	150 (54 marks included for internship)
Social service	50	School Environment & physical Education	50
Arts & Music	25 + 25 = 50	Introduction to ICT	50
Annual Lesson I	25	Teacher's Personality	Nil
Annual Lesson II	25	Annual Lesson I	N.A.
		Annual Lesson II	N.A.
Total	250	Total	250
Grand Total	750 + 250 = 1000	Grand Total	750 + 250 = 1000

### Theory Papers

Sr. no.	S.Y. D. T. Ed. (OLD)	Marks of Theory Papers	Marks related to internal Assessment of Theory Paper	S.Y. D.T.Ed. (New)	Marks of Theory Papers	Marks related to internal Assessment of Theory Paper
	<b>Basic Subjects</b>			<b>Basic Subjects</b>		
1	Primary Education – Present Status, Problems & Measures	80	20	Indian Society & Education	40	60
2	Information Communication Technology	40	60	School Culture, Management, Leadership & Changes	40	60
3	Action Research & Innovations	40	60	New Trend in Education	40	60
	<b>School Subjects Content-cum-methodology</b>			<b>School Subjects Content-cum-methodology</b>		
4	Science & Technology	80	20	Proficiency in Marathi	20	30
5	History/Civics	60	15	Teaching of Third Language Marathi	40	60
6	Geography/EVS	60	15	Teaching of First Language English	20	30
7	Health Education	40	10	Teaching of Science	40	60

Sr. no.	S.Y. D. T. Ed. (OLD)	Marks of Theory Papers	Marks related to internal Assessment of Theory Paper	S.Y. D.T.Ed. (New)	Marks of Theory Papers	Marks related to internal Assessment of Theory Paper
				&Mathematics		
8	Third Language Marathi	80	20	Teaching of Social Sciences	40	60
	Total	480	220	Total	280	420
		700			700	

#### Practicum

S.Y. D. T. Ed. (OLD)	Marks	S.Y. D. El. Ed. (New)	Marks
Practice Lessons	100	Internship (Practice Lessons)	150 (60 marks included in the internship of 150 marks)
School Experience Programme	50	Art education	50
Arts & Music	50	Introduction to ICT	50
Physical education	50	Teacher's Personality	50
Annual Lesson I	25	Annual Lesson I	N.A.
Annual Lesson II	25	Annual Lesson II	N.A.
Total	300	Total	300
Grand Total	700 + 300 = 1000	Grand Total	700 + 300 = 1000

#### DECE Syllabus Revision:

- The course is divided in two semesters.
- Both the semesters are of 500 marks (each 250 marks).
- Theory papers carry 25 marks in each semester each paper.
- Theory and practice carries 50% each.
- 5 Simulated lessons
- 15 practice teaching Lessons (150 marks)
- Internship Twice in a year (50 Marks)
- Computer Training and projects compulsory & Interactive Board Training
- Psychology Experiments 40 marks
- Preparation of Instructional material (200 marks)
- Minimum 45% qualifying Limit & 40% minimum in each Theory & Practice to pass the course
- Art & Craft , Drawing & Painting , Music & Movement , Indoor Games, Puppetry Yoga, Aerobics are main components of this course.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

N. A.

## Criterion – II

### 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	12B.Ed.	10	--	--	1 Principal 1 Librarian

2.2 No. of permanent faculty with Ph.D. (07 + 01 Librarian) = 08

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year	Asst. Professors		Associate Professors		Professors		Others		Total	
	R	V	R	V	R	V	R	V	R	V
	-	-	-	-	-	-	-	-	-	-

2.4 No. of Guest and Visiting faculty and Temporary faculty 4 2 2

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	--	--	2
Presented papers	4	1	--
Resource Persons	--	--	--

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Science Corner Demonstrations
- Gaming
- Cooperative learning Techniques like Jigsaw method, etc.
- Models of Teaching: CAM & ITM
- Flipped Classroom
- Blended Learning
- Case study Method
- Supervised Library Study
- Concept Mapping Technique
- Newspaper Happenings
- Seminar method,
- KWL (Know, Want to Know & Learn)
- Role – Playing,
- SQ3R,
- Consensus Building Method
- Documentary Movie
- Brain Storming, Learning through games such as “khokho”, sort it out, auction, etc.
- Use of OERs and LMS

2.7 Total No. of actual teaching days during this academic year 180

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

- Rubrics were used for evaluation for Practice Lessons
- Online Tests were conducted for Content Tests in Science & Commerce Methods&D.El.Ed paper ‘Curriculum, Learning Pedagogy &Evaluation.’
- Individual feedback was givenfor the essays and class tests.
- Essay tests were conducted for 20 marks instead of 5 marks and class tests were of 70 or 35 marks instead of 20 or 10 marks so as to provide exposure & training in writing examinations.
- The college conducted preliminary examinations D.El.Ed, although it is not prescribed by the board.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

01 Principal + 09 (for D.E.C.E.)

2.10 Average percentage of attendance of students

80%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Grades							Total Pass	Pass Percentage
		O	A	B	C	D	E	F		
B.EdBatch (2015-17)Sem 1	47	3	27	12	3	1	0	1	46	98%
B.EdBatch (2015-17)Sem 2	46	8	23	11	2	1	0	1	45	98%
B.EdBatch (2015-17)Sem 3	46	16	23	5	1	0	0	1	45	98%
B.EdBatch (2016-18)Sem 1	47	7	27	10	3	0	0	0	47	100%

Title of the Programme	Total no. of students appeared	Division						
		Distinction	I	II	Pass Class	Total Pass	Pass %	
D.T.Ed (2015-16)	32	--	--	--	--	26	80%	
DECE (2016-17)	64	3	33	26	2	64	100%	

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- All faculty members of B.Ed. along with Librarian are the members of IQAC.
- Monitoring includes collecting comprehensive feedback on the conduct of the programmes through questionnaires from student teachers at the end of each semester about their perceptions on quality of all teaching-learning activities.
- The evaluation core committee analyses the same and reports the findings. The IQAC reflects on students’ perceptions, employer feedback and member suggestions and determines strategies to implement for the subsequent academic sessions.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	0

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
UGC – Faculty Improvement Programme	0
HRD programmes	0
Orientation programmes	0
Faculty exchange programme	0
Staff training conducted by the university	<b>09</b>
Staff training conducted by other institutions	0
Staff training conducted by the college*	<b>10</b>
Summer / Winter schools, Workshops, etc.	0
Others: (CCRT – Dr. M. Tyagi, Short-term – Dr. L. Mansuri, SNDT MOOC – Dr. R. Jha)	<b>03</b>

**\*Note (FDP’s organised by the college):**

Mr.ShreepadParkhe conducted FDP on ‘Integrating Technology in Education’ in January 2017

2.14 Details of Administrative and Technical staff:

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	03	-----	00	-----
Technical Staff	-----	-----	-----	01
(Support Staff)	05	01	00	00

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- BTTC has well organised research cell. Time to time meetings is conducted to promote and enhance research culture and climate in college.
- In the year 2016-2017, Principal Dr. MintuSinha is working on major research project funded by UGC titled 'Co-scholastic assessments: A tool kit for developing Multiple Intelligences among Secondary School Students'.
- In the year 2017 one faculty member and librarian received grant from ICSSR and University of Mumbai for undertaking major and minor research projects.
- Faculty members have undertaken minor research issues and presented research based papers in various conferences.
- The college procures psychological tests/inventories for its psychology laboratory every year. These are purchased after taking recommendations of all faculty members. These tests/inventories are then put to use through the D.T.Ed./DECE Research Projects by the student teachers under the guidance of the faculty members.
- Besides these, the student teachers take other relevant area/topics for research as a part of their project work under the guidance of faculty members.

#### 3.2 Details regarding major projects:

	Completed	Ongoing	Sanctioned	Submitted
Number	-	01 (MRP-Major-UGC)	-	-
Outlay in Rs. Lakhs	-	Rs. 3,05,000/-	-	-
Outlay in Rs. Lakhs		01 (MRP-Major- ICSSR) 7,00,000		

#### 3.3 Details regarding minor projects:

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-01 Univ of Mumbai	-	
Outlay in Rs. Lakhs	-	25,000	-	

#### 3.4 Details on research publications:

	International	National	Others
Peer Review Journals	04papers	-	-
Non-Peer Review Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	-	33 papers	-

#### 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS



3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	01 year	UGC (01)	Rs. 3,05,000/-	-
	18 months	ICSSR(01)	Rs.7,00,000	
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College		Mumbai University (01)	25,000	
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)				
Total		03	Rs. 10,30,000	-

3.7 No. of books published

Nil

i) With ISBN No.

Chapters in Edited Books

01

ii) Without ISBN No.

-

3.8 No. of University Departments receiving funds from: N.A.

UGC-SAP

CAS

DST-FIST

DPE

DBT Scheme/funds

3.9 For colleges:

NIL

Autonomy

CPE

DBT Star Scheme

INSPIRE

CE

Any Other (specify)

3.10 Revenue generated through consultancy

Rs. 36,000/-

3.11 No. of conferences

Organized by the Institution

Level	Inter-national	National			State	University	College
Number	-				-	-	01
Sponsoring agencies	-	-	-		Self-funded		

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International  National  Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From funding agency  From Management of University/College

Total

3.16 No. of patents received this year: NIL

Type of Patent		Number
National	Applied	
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year: NIL

Total	International	National	State	University	Dist	College

3.18 No. of faculty from the Institution

Who are Ph. D. guides?

And students registered under them

3.19 No. of Ph.D. awarded to faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones): NIL

JRF  SRF  Project Fellows  Any other

3.21 No. of students Participated in NSS events: NIL

University level  State level

National level International level

3.22 No. of students participated in NCC events: NIL

University level  State level

National level International level

3.23 No. of Awards won in NSS: NIL

University level  State level

National level International level

3.24 No. of Awards won in NCC: NIL

University level  State level   
National level International level

3.25 No. of Extension activities organized:

University forum  College forum   
NCC  NSS  Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

1. Under extension activities of Department of Life Long Learning (DLLE) of University of Mumbai, two projects namely Status of Women in Society (SWS) and Population Education Club (PEC) was undertaken. People were made aware about various issues pertaining to environment and social issues. Students visited poor pockets in Mumbai region to make them aware about educational provisions available for them,. Culmination of extension activities was a street play on Reorganized for local community. The College students performed street play in UDAAN Festival 2016-17 of DLLE, University of Mumbai.
2. Community Work was organised by the college during Diwali Holidays (Vacation), wherein the students served the community centres in small groups. Thereafter, they made a presentation in the college of their work and experiences. They also submitted a report to the college. The student groups collaborated with 16 NGO's all over Mumbai such as:
  - ✓ Akanksha Foundation, Mumbai
  - ✓ Human Health Care and Research Foundation, Dadar
  - ✓ Make a Wish Foundation of India, Mumbai
  - ✓ Om Creations Trust, Mumbai
  - ✓ ParivartanSheel Sa nstha, Kandivli
  - ✓ Salaam Balak Trust, Mumbai
  - ✓ Shraddha Charitable Trust, Mumbai
3. Shramdaan was performed by our student teachers in the college premises, to clean up the college, as a part of Prime Minister ShriNarendraModi's call for 'SwachhataAbhiyaan' on 9<sup>th</sup> and 10<sup>th</sup> June 2016.
4. International Yoga Day was celebrated on 21<sup>st</sup> June 2016 in the premises of Bombay Teachers' Training College.
5. Our student teachers engaged in the Coastal Clean-up Drive of Girgaum Beach of Mumbai on post Ganesh Visarjan Festival, in collaboration with Indian Coastal Guard Mumbai on the eve of International Coastal Clean-up day on 17th September 2016.
6. Remedial Teaching was conducted at Holy Name School, Colaba throughout the year 2016-2017.

## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	2,930.87 Sq.mts	0	-	0
Class rooms	7	0	-	7
Laboratories	7	0	-	7
Seminar Halls	2	0	-	2
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	Computers: 57 Lap Top:02 Photocopier: 02 Eng lang. Lab: 01 Camera: 02 Printer: 03 LCD Projector: 07 Interactive White Boards: 03 Music System TV: 03 PA system: 03 Fridge: 01 Water Coolers: 03 Microwave oven: 01 A.C.: 05 Biometric:01 Fire Extinguishers: Printer Cum Scanner, Computer, Portable Projector, CCTV		-	-
Value of the equipment purchased during the year (Rs. in Lakhs)	-	Biometric Machine= Rs 12150 Printer : Rs 11650-	College Fund	- Rs 23800
Others	Conference Room Principal's Room Administrative office Rest Rooms on all Store Room Library, Research Cell IQAC, Staff Rooms LCR &Boys Common Room			

- Methods lab, Psychology Laboratory, Science Lab, ET Lab, Computer Lab , Teaching Aids Workshop, Language Lab.
- Few Rooms are Multipurpose Rooms

#### 4.2 Computerization of administration and library

- Computerisation of administration and library is the same as of last year
- Exam related Marks are electronically kept in MS. Excel. Static IP Address facility took from Hathway for conducting B.Ed university Exam Online
- Administrative Office is using Tally package for Account purpose.
- Computerisation of Library: Installed D-Space for developing institutional repository 2 years back and the database is updating on day to day basis. CCTV has facilitated supervision of each room where it has been installed. It also facilitates back up data of the footage for about a month, unless saved in external storage.

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	8257	-	B.Ed 65	15255	16863	85501
			D.T.Ed 230	17204		
Reference Books	8606	---	<b>53</b>	53042		
e-Books	02	1000	0	00	0	1000
Print Journals	14	-	Renewed: 14	13329	14	13329
e-Journals	5	-	Renewed: 5	17710	01	17710
Digital Database (N-List)	1	5750	Renewed the same	Nil	01	5750
CD & Video	56	5000	Nil	Nil	56	5000
Others (specify)	Nil	Nil	Nil	Nil	Nil	Nil

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	57	26	WiFi	-	-	03	-	28
Added	0	-	-	-	-	-	-	0
Total	57	26	WiFi	-	-	03	-	28

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (Networking, e-Governance etc.)

<p>Computer: Upgraded the security of the system by renewing all Antivirus softwares Internet speed upgraded to 50MPPS. Training to Teachers: one workshop on Technology was provided to all the teaching faculty including librarian on more about PPT and other technologies on Nov 2016 by Mr. ShripadParkhe. Training to students: Training in the use of Interactive White Board (IWB) &amp; Language Lab was provided to the students. This was subsequently used by the students in the schools during their practice teaching lessons. Conducted add on courses Learning Language Digitally &amp; Integrating Technology in Education (B.Ed.) &amp; Integrating Technology in Early Childhood Education (DECE).</p>
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#### 4.6 Amount spent on **maintenance in lakhs** : (in 2016-17)

i) ICT	Rs. 41,066/-
ii) Campus Infrastructure and facilities	Rs.1112116/-
iii) Equipment	Rs. 23800/-
iv) Others(Psychology Laboratory)	Rs. 60348/-
Science Lab	Rs 40,179/-
Sports	Rs 2498/-
<b>Total :</b>	<b>Rs 12800007</b>

## Criterion – V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- **Special emphasis on completing course credits through Academic Support:**
  - ✓ The college takes extra efforts to help all the student teachers to complete all the credits to be achieved to pass the course as well encourages the scholar student teachers to get the good grades by providing timely, objective academic support.
  - ✓ Tutorials were conducted before the examinations in both the semesters, along with re-tests for students.
  - ✓ For peer tutoring, the students were put into two groups based on their performance in different courses as enrichment group and remedial group.
  - ✓ The faculty members interacted with them on one to one level to help them overcome their obstacles. The students were put in mentoring group and were provided personal and professional counselling by faculty.
  - ✓ Tutorials were conducted in two cycles in both the semester, for strengthening the student's examination skills.
- **Conduction of seminars and workshops and personal contact programmes on Career Guidance:**

The college organized the workshops, seminars and mentoring for the student teachers studying in different courses D.T.Ed., DECE and B.Ed. to create awareness about the scope of achievement based on the their goals. The career guidance is one the initiatives has been initiated with a purpose of that help them in choosing career of their choice.
- **Providing continuous Emotional Support:**

Nature of teacher training course is very hectic and multi-tasking which demands encouragement and motivation on the part of faculty. The college does this job enthusiastically by providing student teachers emotional support from time to time to help student teachers in sustaining the enthusiasm to completing their tasks and performing well in on-going continuous and comprehensive evaluation.
- **Student Health:**

Maintaining good health related programmes are organized by the college to help student teachers to cope with the comprehensive programme schedule. The college organized yoga & aerobics classes for DECE student teachers and other fitness related classes that help student teacher fit and fine.
- **Organizing Campus Placement:**
  - ✓ Organized a campus recruitment event on 17<sup>th</sup> January, 2017 for the students of S.Y.B.Ed, Diploma in Teacher Education (S.Y.D.T.Ed) and Diploma in Early Childhood Education (D.E.C.E).
  - ✓ The college invited the reputed elite international and local school administrators, principals and supervisors for this purpose. Various schools such as Aditya Birla World Academy, NSS Hill Spring, Bombay International School, NMT Academy and various pre-schools such as Learning Links, Backyard Bears and Serra International pre-school participated.
  - ✓ More than 35 institutions participated in this programme and more that 70% student teachers found placement with this endeavour.
- **Feedback and suggestions from and interaction with student teachers:**

Student teacher's feedback and suggestions are collected with the help of Students' Council. Issues are discussed by the chairperson of the Students' Council meeting, the students' council members discuss the possible solutions of the issued raised and decisions are made and are communicated to all the students.

## 5.2 Efforts made by the institution for tracking the progression

- ✓ Formative assessment is used continuously to track the progression made by student teacher on regular basis.
- ✓ Student teachers are provided personal the guidance and counselling on one to one basis based on their performances organized by the college.
- ✓ The college compiles the student progress twice a year and communicates with the students to help them understand their position in the group.
- ✓ Even student teachers are trained to develop student portfolio. The process of portfolio development is also monitored by the faculty.

5.3 (a) Total Number of students

UG	P G	Ph. D.	Others	Total
47 (F.Y.B.Ed) + 46 (S.Y..B.Ed.)	-	-	67 (D.T.Ed) + 64 (DECE)	= 224

b) No. of students outside the state

00

(c) No. of international students

NIL

Men

No	%
8	3.57

Women

No	%
216	96.43

Course	Last Year (2014-15)							This Year (2015-16)						
	General	SC	ST	DT/N T	OBC	Physicall y Challeng ed	Total	General	SC	ST	DT/ NT	OBC	Physically Challenged	Total
B.Ed.	48	2	0	0	0	0	50	45	3	0	0	2	0	50
D.T.Ed.	41	2	0	0	0	0	43	28	3	0	0	1	0	32
DECE	62	0	0	0	0	0	62	64	00	00	00	00	00	64

Demand ratio: 412 (Applicants) : 146 (Admitted)      Dropout % = 2.05 %

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

The college conducts coaching for the B.Ed. CET Entrance Examinations for the wives and women from the Naval fraternity. This activity is conducted by the College Women development Cell in association with Western Naval Command, Mumbai. The candidates from general society also attended.

No. of students beneficiaries

26

5.5 No. of students qualified in these examinations:

NET	00	NET	GA	0	CAT		
IAS/IPS etc		State PSC			UPSC		TET
							01

Note:

- TET (Education) 2016: Ms.Payal Gupta

5.6 Details of student counselling and career guidance

The faculty members provided professional counselling to the student teachers by giving advice in their respective areas of expertise. This normally happens after the campus recruitment programme is conducted. Student teachers are always in dilemma in making a choice to select a career in different types of schools at different level. The role of faculty members is help student teachers such as career exploration, personal career development and other career related issues.

All the ten faculty members work toward preparation of students for job placement. The teachers conduct content enrichment classes right from the beginning of the course. Thereafter the students are exposed to innovative and current methodologies to teach each method effectively. They are also trained to keep pace as per the specific requirements of practice teaching schools, for instance, G. D. Somani School, Hill Spring School. Besides, all faculty members are involved actively in conducting campus interviews and thereafter advising students for a successful demonstration lesson. Thus, the formal as well as informal mechanism adopted ensures better results in job placements of all our students eventually.

No. of students benefitted

107

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
35	145	95	12

5.8 Details of gender sensitization programmes

The college frequently organizes the programmes integrating gender sensitization issues like integrating issues in morning musing sessions, discussion during lectures, conduction of seminars and workshops etc.

Under extension activities of Department of Life Long Learning (DLLE) of University of Mumbai, two projects namely Population Education Club (PEC) and SWS (Status of the women in the society) were undertaken. People were made aware about various issues pertaining to environment and social issues. The College participated in the street play in UDAAN Festival 2016-17 of DLLE, University of Mumbai.



## 5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events:

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events:

Sports : State/ University level  National level  International level

Cultural: State/ University level  National level  International level

5.10 Scholarships and Financial Support:

	Number of students	Amount
Financial support from institution	--	--
Financial support from government	--	--
Financial support from other sources (Priyadarshini Academy Scholarships)	6	Rs. 30,000.00
Number of students who received International/ National recognitions	--	--

5.11 Student organised / initiatives: NIL

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

1. Under extension activities of Department of Life Long Learning (DLLE) of University of Mumbai, two projects namely Population Education Club (PEC) and SWS (Status of the women in the society) were undertaken. The College participated in the street play in UDAAN Festival 2016-17 of DLLE, University of Mumbai.
2. Community Work was organised by the college, wherein the students served the community centres in small groups. Thereafter, they made a presentation in the college of their work and experiences. They also submitted a report to the college. On the Annual Day, an award was given to group of students titled 'The Community Work of the Year'. The student groups collaborated with 9 NGO's all over Mumbai.

3. Our student teachers engaged in the Coastal Clean-up Drive of Girgaum Beach of Mumbai, post Ganesh Visarjan Festival, in collaboration with Indian Coastal Guard Mumbai on the eve of International Coastal Cleanup day.
4. Shramdaan was performed by our student teachers in the college premises, to clean up the college, as a part of Prime Minister Shri Narendra Modi's call for 'Swachhata Abhiyaan'.

5.13 Major grievances of students (if any) redressed:

The college has provided a suggestion box name "Guzarish" on the 9<sup>th</sup> floor lecture hall, where in student teachers can put their grievances and suggestions. Such received feedback is collected on regular interval jointly by the student council members and the faculty in charge.

The following minor grievances were raised by the student teachers and redressed by students' council members:

- Time Table related issues: The student teachers have raised issues that since programme is very hectic, there should be change in the time table framed by the college, the grievances were taken into consideration and were redressed keeping in mind the feedback received from student teachers. Supervised library study along with activities was interspersed in the time table.
- Study Material: Some of the student teachers were of the opinion that they did not have enough study material that can give them adequate confidence to do well in exams and were of view that if well-organized material is provided to them, they can do better in exams. The suggestions were put forward and faculty members provided synopsis / hand-outs for few difficult topics that were not readily available in the library books.
- In the second semester, student wanted some gap in submission of their projects, which was granted to them.

## Criterion – VI

### 6. Governance, Leadership and Management

#### 6.1 State the Vision and Mission of the institution

**Vision-**To Emerge As a Centre of Excellence in Teacher Education

**Mission-**

- To provide experience based learning for holistic development
- To contribute to national development through teacher education
- To foster innovative and responsible integration of technology in education
- To instill the spirit of inquiry through educational research

#### 6.2 Does the Institution has a Management Information System

- In Administrative Process, Tally ERP-9 is used for accounting. It can be viewed through Team Viewer by the Management as and when required.
- Alumni Data Base is maintained in electronic form.
- Student E- mail Id's for B.Ed, D.T.Ed and DECE are utilized for instant communication with the students.

#### 6.3 Quality improvement strategies adopted by the institution for each of the following:

##### 6.3.1 Curriculum Development

- DECE- Analysis & Revision of Syllabus is done every year.
- Eight Value Added Add-on Certificate Courses were implemented -
  - ✓ Yoga
  - ✓ Aerobics
  - ✓ Learning Language Digitally
  - ✓ Creative Crafts
  - ✓ Integrating Technology in Education (B.Ed.) & Integrating Technology in Early Childhood Education (DECE)
  - ✓ iSmart – Personality Development & Image Enhancement for Teachers (in collaboration with Pacific Training and Consulting Services)
  - ✓ Models of Teaching
  - ✓ Innovative Teaching Strategies

##### 6.3.2 Teaching and Learning

**Methodologies**

- Science Corner Demonstrations
- Learning through games such as “khokho”, sort it out, auction, etc.
- Models of Teaching: CAM & ITM
- Newspaper Happenings
- Seminar method,
- Consensus Building Method
- Flipped Classroom
- Blended Learning
- Case study Method
- Concept Mapping Technique

**Methodologies**

- Documentary Movie
- Self-Learning Material
- Mobile based application
- Supervised Library Study
- KWL (Know, Want to Know & Learn)
- Role – Playing,
- SQ3R,
- Brain Storming,
- Cooperative learning Techniques like Jigsaw method, etc.

### 6.3.3 Examination and Evaluation

- Tutorials in two cycles
- Displaying of course wise grade
- Individual & class feedback of Courses
- Written & Oral feedback
- Re- examination was conducted
- On line Assessment of Content Test in Science & Commerce methods.
- Previous years' Question Papers are available in soft copy on BTTC Shiksha .

### 6.3.4 Research and Development

- Ongoing Research : Major Research

Year	Researcher	Title	Organization	Sanctioned Amount
2016-17	Dr.( Ms.) Lubna J Mansuri	"A Life Skills Education Programme of Eighth Standard students of Marginalized Students – An Experimental Study "	ICSSR , New Delhi	Rs 7,00000/

- Publication of papers in peer reviewed Journals by faculty members- Total number of publications-33

### 6.3.5 Library, ICT and physical infrastructure / instrumentation

- Use of Interactive White Boards & Language Lab.
- On line Assessment of Content Test in Science & Commerce methods.
- Revision through Google form Quiz in Course 5

### 6.3.6 Human Resource Management

- Optimum utilization of Human Resource.
- B.Ed. Faculty provides teaching services in DECE and D.T.Ed. classes as and when required, as visiting faculty. They are also involved in the supervision of the lessons in schools, for lesson guidance & research guidance.

### 6.3.7 Faculty and Staff recruitment

Nil

### 6.3.8 Industry Interaction / Collaboration

- The college collaborated with 'KA EduAssociates – Redefining Education, conducted One week Programme on Professional Development: Global Practices Modules 2016' for DECE students.
- S.Y.B.Ed students were exposed to work with special children in various institutions like: The Bombay Institution for Deaf & Mute, Fellowship for Physically handicapped ,Anza Special School , Organization for Autistic Individuals , Shirodkar Special School, Savera Special School
- D.E.C.E. students were exposed to work with special children in various institutions like: Jai Vakeel Foundation, Om Creations , A. K. Munshi Yojana, Adapt, The Bombay Institution for Deaf & Mute, Hellen Keller Institute for Deaf & blind , Little Angels School for the challenged , Ashadaan

### 6.3.9 Admission of Students

- Centralized Admission for B.ED & D.T.Ed
- DECE- Interviews/ Essay Test (To assess Communication Skills)

6.4 Welfare schemes for:

Teaching	Sponsorship for professional growth (fees for International/ National Conferences)
Non-teaching	Festival Advance
Students	Extension of dates for payment of fees

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes  No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	University of Mumbai		
Administrative	Yes	Joint Director Office	Yes	SingaviOturkar&Kelkar

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes Yes  No

For PG Programmes Yes  No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

6.11 Activities and support from the Alumni Association

- Supervision of Micro & Simulated lessons
- Supervision for Practice Teaching lessons
- Organising Demonstration Lessons
- Judge for various Competitions
- Workshop conducted by Alumni

6.12 Activities and support from the Parent – Teacher Association

6.13 Development programmes for support staff

6.14 Initiatives taken by the institution to make the campus eco-friendly

- Vertical Garden was created on 6,7 & 8<sup>th</sup> Floor
- Use of CFL Bulbs and use of Paper bags,
- Planting Potted Plants and Felicitating guests with plants
- Displaying instructions for saving electricity

## Criterion – VII

### 7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

<ul style="list-style-type: none"> <li>• One new add-on-course ‘Innovative Strategies of Teaching’ was implemented in the year 2016-17, making a total of eight add-on courses that are offered to students of BTTC.</li> <li>• Use of technology in teaching-learning process is sustained. EPC 3- Critical understanding of ICT was extended beyond their curriculum. Students were given an orientation to e-portfolio and encouraged to create one. The college strengthened its LMS-Moodle (BTTC Shiksha) and offered practical experiences to its student teachers via discussion forums, submission of assignments online, adding content to the website, glossary, etc.</li> <li>• ‘Science Corner’ was introduced this year as an extension to the B.Ed. course.</li> <li>• ‘Vertical Gardens’ have been set up in the college premises on three floors. These are looked after by the faculty and students.</li> <li>• The faculty and students took up the task of labelling all the potted plants with their common and botanical names.</li> </ul>
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7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Plan of Action as per minutes of meeting	Action Taken
<ul style="list-style-type: none"> <li>• The institution has applied for the M.Ed. Programme to NCTE.</li> </ul>	<ul style="list-style-type: none"> <li>• The college is awaiting NCTE process.</li> </ul>
<ul style="list-style-type: none"> <li>• BTTC continues to offer the seven ‘Add-on Courses. New courses have been suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• One new add-on-course ‘Innovative Strategies of Teaching’ was implemented in the year 2016-17.</li> </ul>
<ul style="list-style-type: none"> <li>• The course on ‘Information Literacy’ has not yet been implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Priya Pillai, Librarian conducts seminars on information literacy.</li> </ul>
<ul style="list-style-type: none"> <li>• The CET for B. Ed. Course was offered only to the naval wives &amp; ladies earlier, which is now open for candidates other than from the Navy. It receives a good response from the community &amp; generates income for the institution.</li> </ul>	<ul style="list-style-type: none"> <li>• This year also the course was successfully conducted with 26 candidates.</li> <li>• TET course was outlined &amp; will be implemented in 2017-18. .</li> </ul>
<ul style="list-style-type: none"> <li>• The college continued its practice for professional development of the faculty members. A series of workshops have been planned.</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Research Methodology’ by Dr. Sybil Thomas, Dr. Indira Shukla, Dr. Susamma Samuel. A workshop on Data analysis in research was also planned to be conducted by Dr. Sethna Behruz. The research workshops were successfully conducted as FDP.</li> </ul>
<ul style="list-style-type: none"> <li>• Collaborations with NGOs and agencies related to environmental protection to be strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with Dr. Kiran Madan’s NGO Sanskar India Foundation continued with the same vigour and zest. The D.Ed. student teachers were trained in various activities for environmental awareness. This was exponentially multiplied by giving lessons in different schools.</li> </ul>
<ul style="list-style-type: none"> <li>• Use of technology in the teaching - learning process is sustained. It was decided that EPC 3- Critical understanding of ICT will be extended beyond their curriculum. It was decided that</li> </ul>	<ul style="list-style-type: none"> <li>• BTTC Shiksha the Moodle LMS was implemented with vigour.</li> <li>• Other OERs were also explored and students were exposed to practical work.</li> </ul>

Plan of Action as per minutes of meeting	Action Taken
students will be given an orientation to e-portfolio and encouraged to create one. It was proposed that the college will strengthen its LMS-Moodle and offer practical experiences to its student teachers.	
<ul style="list-style-type: none"> <li>Bar coding was completed. OPAC facility is used in the library. Dr. Priya Pillai continues her practice of updating the faculty about the new arrivals, the contents of subscribed journals and other relevant information through e-mail.</li> </ul>	<ul style="list-style-type: none"> <li>Librarian continued to employ the mentioned strategies to communicate with the teachers and students.</li> </ul>
<ul style="list-style-type: none"> <li>It has been decided that new rooms will be created on the 6th floor.</li> </ul>	<ul style="list-style-type: none"> <li>New rooms were created on 6<sup>th</sup> and 7<sup>th</sup> floors.</li> </ul>

7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)

- |  |
|--|
| <ul style="list-style-type: none"> <li>i. Science Corner</li> <li>ii. The LENS Series</li> </ul> |
|--|

**\*The details are attached in Annexure-(iv) on pages 44 – 47.**

7.4 Contribution to environmental awareness / protection

- |  |
|--|
| <ul style="list-style-type: none"> <li>Students and teachers participated in the International Coastal clean-up, an initiative by The National Coast Guard, 17<sup>th</sup> September, 2016, for clean-up of Girgaum Chowpatty post Ganapati Festival.</li> <li>B TTC has incorporated many energy conservation practices in the daily routine of the college viz.: <ul style="list-style-type: none"> <li>✓ Use of low energy lighting like CFL lights instead of bulbs.</li> <li>✓ Lights and fans are turned off when rooms are unoccupied.</li> <li>✓ AC's are used for a limited period, i.e. during two summer months.</li> </ul> </li> <li>The college has maintained a green campus by placing potted plants at many places.</li> <li>A Vertical Garden has been set up on the three floors occupied by the college. This has not only added to the aesthetic beauty of the college but also to the clean environment that we aim for!</li> <li>The college has an existing MOU with Sanskar India Foundation for Training &amp; Delivery of Environmental Education Programme. DTEd students attend mock sessions and then go to various schools across Mumbai to deliver a training programme related to environmental issues like water pollution, eco-friendly Ganesha activities, 'Say No to Fire Crackers', etc.</li> <li>Like every year, this year B.Ed. students attended the Environmental Education Seminar cum Workshop organized by Trailblazers in collaboration with DOW Chemicals Pvt. Ltd on 18<sup>th</sup> January, 2017. The students shared their learning experiences with the school students.</li> <li>The college also conducts Swachhhta Abhiyan as per the vision of the government and conducts cleanliness drive twice a year.</li> </ul> |
|--|

7.5 Whether environmental audit was conducted?    Yes     No

7.6 Any other relevant information the institution wishes to add. (for example SWOC Analysis)

<b>Strengths of the college</b>	<ul style="list-style-type: none"> <li>• Accredited and Re-accredited 'A' Grade by NAAC</li> <li>• Undertaken Academic Audit &amp; Energy Audit</li> <li>• Prime location, infrastructural, ICT &amp; library facilities, optimum utilization of space and resources</li> <li>• Supportive Management</li> <li>• Good Placement record</li> <li>• Value-added &amp; Skill oriented Add-on Certificate Courses</li> <li>• Innovative and technologically advanced pedagogy</li> </ul>
<b>Weaknesses of the college</b>	<ul style="list-style-type: none"> <li>• Space constraints</li> <li>• No campus</li> <li>• Lack of a post-graduate teacher education programme</li> </ul>
<b>Opportunities for the college</b>	<ul style="list-style-type: none"> <li>• New programmes: face-to-face and on line modes</li> <li>• Short term professional development courses for school principals &amp; administrators.</li> <li>• International linkages &amp; collaborations</li> <li>• Academic Autonomy</li> <li>• International on line testing</li> <li>• Major Research Projects</li> <li>• International Journal</li> </ul>
<b>Challenges for the college</b>	<ul style="list-style-type: none"> <li>• Delayed admission process</li> <li>• Resource mobilization</li> <li>• Differentiated instructions for students from vernacular medium high schools</li> <li>• Increased involvement of Alumni in institutional endeavours</li> </ul>



**8. Plans of institution for next year**

**PERSPECTIVE PLAN**

1. Establishing Twinning Programmes and collaborative degrees with foreign universities / institutions
2. Devising training programmes for teachers of higher education
3. Signing MOU with leading academic institutions and NGO within India and abroad
4. Utilizing solar energy / electricity efficient system in the college building
5. Paperless office and administration and 'Green College'
6. Collaborating with other M.Ed. institutions for enriching faculty's teaching and research experience at P.G. level
7. Strengthening the Consultancy services
8. Accessibility of selected resources from home / any place
9. Institutional Repositories in digital space
10. Use of open resource Soft wares
11. Providing Virtual Classroom experiences
12. Striving for the status of Academic Autonomy
13. Introducing innovative value-added & skill-based add-on certificate courses
14. Publishing a multi-disciplinary peer-reviewed International Journal with an ISSN
15. Faculty Exchange Programmes

**Date: 29.04.2017**

**Name: Dr. Rajeev I. Jha**

**Name: Dr. MintuSinha**

\_\_\_\_\_  
*Signature of the Coordinator,  
IQAC*

\_\_\_\_\_  
*Signature of the Chairperson,  
IQAC*

\_\_\_\_\_  
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\_\_\_\_\_

## AQAR – 2016-17:ANNEXURE – (i)

### List of Members in IQAC – 2016-17

STAKEHOLDER	MEMBERSHIP	NAME & DESIGNATION
<b>Internal Members (15)</b>		
<b>1. Principal</b>	<b>Chairperson</b>	<b>Dr. MintuSinha</b>
<b>2. Sr. Faculty</b>	<b>Coordinator</b>	<b>Dr. Rajeev I. Jha</b>
<b>3. to 11. Faculty Representatives (11)</b>	<b>Members (B.Ed.)</b>	<b>Mrs. M. R. Lath</b>
		<b>Dr. M. Kochar</b>
		<b>Dr. M. A. Ansari</b>
		<b>Dr. B. R. Balani</b>
		<b>Dr. M. Tyagi</b>
		<b>Dr. L. J. Mansuri</b>
		<b>Mrs. R. Sinha</b>
		<b>Mrs. N. Verma</b>
<b>Mrs. R. Talreja</b>		
<b>12. Librarian</b>	<b>Member</b>	<b>Dr. P. Pillai</b>
<b>13. Head of Administrative Staff</b>	<b>Member</b>	<b>Mr. A. B. Joshi</b>
<b>14. &amp; 15. Student Representatives (2)(Any ex-officio Students' Council members of the current batch)</b>	<b>Members</b>	<b>Ms.JyotsnaTahilramani (FYBEd) (General Secretary)</b>
		<b>Ms.Payal Gupta (S.Y.B.Ed.) (General Secretary)</b>
<b>External Members (11)</b>		
<b>16. Management Representative</b>	<b>Member</b>	<b>Mrs. Maya Shahani, Board Member, HSNCB</b>
<b>17. External Expert Representative</b>	<b>Member</b>	<b>Dr. SagarikaDamle, HOD &amp; Associate Professor, Department of Life Sciences, K. C. College</b>
<b>18. Practice Teaching Institution Representative-1</b>	<b>Member</b>	<b>Mrs.MallikaSubrahmanyam Principal, Navy Children School</b>
<b>19. Practice Teaching Institution Representative-2</b>	<b>Member</b>	<b>Ms.Deepika Bhatia Vice Principal (Jr. College) H.R. College of Commerce &amp; Economics</b>
<b>20. NGO Representative</b>	<b>Member</b>	<b>Dr. KiranMadan, Director, Sanskar India Foundation</b>
<b>21. Corporate Representative-1</b>	<b>Member</b>	<b>Mrs. Swati Popat President. Podar Education Network</b>
<b>22. Corporate Representative-2</b>	<b>Member</b>	<b>Mrs.GeetikaKishinchandani Co-Founder, KA Edu. Associates</b>
<b>23. Corporate Representative-3</b>	<b>Member</b>	<b>Ms.Tasneem Mustafa Mesiwala Director &amp; Head Serra International Pre School and Childcare</b>
<b>24. Alumni Representative-1</b>	<b>Member</b>	<b>Mr.SaroshBaria</b>
<b>25. Alumni Representative-2</b>	<b>Member</b>	<b>Ms.MehjabeenBagasrawala Teacher, Secondary Section, St. Marry School</b>
<b>26. Parent Representative (Any one PTA Member of the current batch)</b>	<b>Member</b>	<b>Mrs. Farida Contractor Proprietor &amp; Principal The Brilliant Educational Institute (Mother of Fatema Contractor, F.Y.B.Ed.)</b>

**Date: 25.04.2017**

**IQAC Co-ordinator:  
Dr. Rajeev I. Jha**

**Dr. (Mrs.) MintuSinha  
Principal**

# **AQAR – 2016-17:ANNEXURE – (ii-a)**

## **ACADEMIC CALENDAR – 2016-17: F.Y.B.ED.**

**June**

**Second/Third/Fourth Week**

**July**

**Third / Fourth Week**

- Setting Agenda for the academic year
- Preparation for National Conference
- Content Enrichment with Minority Students
- Criteria wise discussions for NAAC Preparation

**August**

**First /Second Week**

- Orientation to B.Ed. Programme
- Orientation to Student Portfolio
- Orientation to Two Year B.Ed. Course
- Orientation to the Theory and Practicum
- Orientation to Infrastructural Facilities at the college

**Third / Fourth Week**

- Lectures
- Orientation to the Tasks and Assignments
- Independence Day Celebrations
- Orientation to the ECP 1 – Reading and Reflecting
- Orientation to Extension Work Activities

**September**

**First /Second Week**

- Lectures
- Talent Search (“*Khoj*”)
- Teachers Day Celebration
- Formation of Clubs

**Third / Fourth Week**

- Lectures
- Student Council Formation
- Clean Up Drive at Marine Lines
- Alumni Felicitation
- Extension Work Activities
- Essay Examinations

**October**

**First /Second Week**

- Lectures
- Extension Work Activities of DLLE
- Gandhi Jayanti” Celebration
- Essay Examinations

**Third / Fourth Week**

- Lectures
- CCRT Presentation (North India)
- “Diwali” celebration&Diwali Break

## **November**

### **First /Second Week**

- Community Work & Remedial Teaching
- Extension Work Activities of DLLE

### **Third / Fourth Week**

- Class Test
- Practice Teaching
- Extension Work Activities
- Class Re- Tests
- First Record checking

## **December**

### **First /Second Week**

- Lectures
- PTA Meeting
- University Examination for Semester I

### **Third / Fourth Week**

- Lectures
- Tutorials and Remedial Classes
- Annual Sports Day
- Christmas Celebrations” and Break

## **January**

### **First /Second Week**

- School Based Experiences
- CCRT Presentation (West Zone)
- Picnic
- Educational Visit

### **Third / Fourth Week**

- Lectures
- Republic Day Celebrations
- Convocation Ceremony
- Extension Work (Street Play)
- Add on Course (Integrating Technology in Education)

## **February**

### **First /Second Week**

- Lectures
- School Based Experiences
- BTTC Week Celebrations
- Extension Work Activities of DLLE
- Workshop on Preparation of CV and presentation skills
- “Mock Interview sessions” (Training for Interview)
- Campus Placement

### **Third / Fourth Week**

- Lectures
- Practice Teaching and Internship
- Add on courses (All)

## **March**

### **First /Second Week**

- Lectures & Tasks and Assignments Submissions

- Blood Donation Camp and Health Check Up
- Final Record checking and Submissions
- Student Portfolio Submission

**Third / Fourth Week**

- Theory Lectures
- Submissions of Tasks and Assignments
- Guest Lecture
- PTA
- CCRT Presentations (North East, South and Sindhi)
- Revision Lectures
- Tutorial and Remedial Teaching
- Essay Examination
- Class Test

**April**

- PTA Meeting
- Study Leave
- Annual Day Celebrations & Prize Distribution
- University examination (Semester II)
- CAP Work at University of Mumbai
- Follow Up and Planning Meeting

**May**

First/Second Week

- Summer Vacation

Third/Fourth Week

- Summer Vacation

**Dr.(Mrs) MintuSinha  
Principal**

# **AQAR – 2016-17:ANNEXURE – (ii-b)**

## **ACADEMIC CALENDAR – 2016-17: S.Y.B.ED.**

### **June**

#### **Second/Third/Fourth Week**

- Orientation to Semester III
- Orientation of Teaching skills
- Pre-practice Teaching on Teaching skills
- Pre-practice Teaching of Add on course Models of Teaching
- Lesson Planning Workshops
- Practice Teaching Workshops
- Integrated, Simulated and Innovative methods of teaching
- School Visits

### **July**

#### **Third / Fourth Week**

- Unit Planning and Lesson Planning in Pedagogy I & II
- Practice Teaching and Internship in Schools
- Theory and Practicum in Pedagogy I & II
- Theory and Practicum in EPC- 3 ICT in Education
- Add on course “Integrating Technology in Education”

### **August**

#### **First /Second Week**

- Review session of Practice Teaching & Internship
- Reflecting on the quality of Practice Teaching & Internship
- Adopting remedial measures to enhance the quality of school based experiences
- Practice Teaching and Internship in Schools
- Theory and Practicum in Pedagogy I & II
- Theory and Practicum in EPC- 3 ICT in Education
- Add on course “Integrating Technology in Education”

### **August**

#### **Third / Fourth Week**

- Lectures
- Practice Teaching and Internship in Schools
- Theory and Practicum in Pedagogy I & II
- Theory and Practicum in EPC- 3 ICT in Education
- Add on course “Integrating Technology in Education”
- Tasks and Assignments in Pedagogy I & II
- Extension Work Activities

### **September**

#### **First /Second Week**

- Lectures
- Theory and Practicum in Pedagogy I & II
- Theory and Practicum in EPC- 3 ICT in Education
- Add on course “Integrating Technology in Education”
- Tasks and Assignments in Pedagogy I & II

- Teachers Day Celebration
- Extension Work Activities

**Third / Fourth Week**

- Lectures
- Lectures
- Theory and Practicum in Pedagogy I & II
- Theory and Practicum in EPC- 3 ICT in Education
- Add on course “Integrating Technology in Education”
- Clean Up Drive at Marine Lines
- Alumni Felicitation
- Extension Work Activities
- Essay Examinations

**October**

**First /Second Week**

- Lectures
- Extension Work Activities of DLLE
- Gandhi Jayanti” Celebration
- Essay Examinations
- Theory and Practicum in Pedagogy I & II
- Theory and Practicum in EPC- 3 ICT in Education
- Add on course “Integrating Technology in Education”

**Third / Fourth Week**

- Lectures
- Theory and Practicum in Pedagogy I & II
- Theory and Practicum in EPC- 3 ICT in Education
- Add on course “Integrating Technology in Education”
- “Diwali” celebration & Diwali Break

**November**

**First /Second Week**

- Diwali Vacation
- Extension Work Activities of DLLE

**Third / Fourth Week**

- Essay Examination
- Class Test
- Practice Teaching
- Extension Work Activities
- Class Re- Tests
- First Record checking

**December**

**First /Second Week**

- Lectures
- Tutorials and Remedial Classes
- PTA Meeting
- Study Leave
- University Examination for Semester I

**Third / Fourth Week**

- Lectures

- Annual Sports Day
- Christmas Celebrations” and Break

### **January**

#### **First /Second Week**

- Practice Teaching & Internship
- School Based Experiences
- Unit Planning and Unit test and its administration
- Research Based Project
- Picnic
- Educational Visit

#### **Third / Fourth Week**

- Lectures
- Practice Teaching & Internship
- Republic Day Celebrations
- Convocation Ceremony
- Extension Work (Street Play)
- Add on Course (Integrating Technology in Education)

### **February**

#### **First /Second Week**

- Lectures
- School Based Experiences
- Practice Teaching & Internship
- BTTC Week Celebrations
- Extension Work Activities of DLLE
- Workshop on Preparation of CV and presentation skills
- “Mock Interview sessions” (Training for Interview)
- Campus Placement

#### **Third / Fourth Week**

- Lectures
- Practice Teaching and Internship
- Add on courses (All)

### **March**

#### **First /Second Week**

- Lectures & Tasks and Assignments Submissions
- Blood Donation Camp and Health Check Up
- Final Record checking and Submissions
- Student Portfolio Submission

#### **Third / Fourth Week**

- Theory Lectures
- Submissions of Tasks and Assignments
- Guest Lecture
- PTA
- Revision Lectures
- Tutorial and Remedial Teaching
- Essay Examination
- Class Test

### **April**

- PTA Meeting
- Study Leave



- Annual Day Celebrations & Prize Distribution
- University examination (Semester IV)
- CAP Work at University of Mumbai
- Follow Up and Planning Meeting

**May**

First/Second Week

- Summer Vacation

Third/Fourth Week

- Summer Vacation

**Dr.(Mrs) MintuSinha  
Principal**

## AQAR – 2016-17:ANNEXURE – (iii)

### A REPORT ON ANALYSIS OF FEEDBACK FROM VARIOUS STAKEHOLDERS

#### ALUMNI

The college's alumni are placed in the prestigious and renowned educational institution in Mumbai and other states of India. Many of our alumni are in touch with most of faculty members on social networking sites and emails. Whenever our alumni visit our campus, we do take their feedback. The outcome of analysis of their feedback is described as under:

It has been observed that alumni appreciate the faculty of the college for putting outstanding efforts. The faculty members provide systematic and well organized teacher training programme. One of the alumni expressed that learning experiences at BTTC is like a workshop to unearth and polish the talent hidden in the prospective teachers.

The chief impressions by the alumni are enlisted as below:

- ✓ My communication and soft skills have been polished.
- ✓ All teachers have provided us their valuable support.
- ✓ The teachers teach and inspire students and help them to work hard & do excellent work.
- ✓ Training provided by the BTTC is worth and help to cope up with professional stress and make way for personal development.
- ✓ The confidence build by innovative methods of teaching and btctshiksha helped a lot.
- ✓ We were trained to become all-rounder&a hard working teacher. All teachers are very helpful.
- ✓ B.Ed. allowed me to think of myself out of the box.
- ✓ The college has put very good efforts for organizing campus placements. And are very happy with placement.
- ✓ The College played an apt role in moulding us into an all-round teacher, with a difference.
- ✓ Learnt a lot from here.
- ✓ I have graduated from here as a professional person.
- ✓ I will always cherish the moments spent here.
- ✓ Had a wonderful time studying in this college.
- ✓ Superb College, BTTC Rocks
- ✓ I am thankful to BTTC for the exposure given by them!
- ✓ Lovely to have studied in BTTC a wonderful experience with many wonderful people, great mentors and happy to be here.
- ✓ The college really helped me in redefining myself. The immense support of my teachers really made a great difference.
- ✓ Workshops and lessons given by BTTC have really helped me.
- ✓ Good experience. Nothing comes as a shock. Everything learnt helps in some way or the other.
- ✓ Best College. Good Exposure. Lots of Love.
- ✓ Glad to be back in college. Thankful for the wonderful experience here.
- ✓ Staff is very Hardworking. Co-curricular activities keep students engaged. Placements are also in good schools.
- ✓ Co-operative teachers good teaching methods used by teachers
- ✓ Can't forget Sindhi Cultural Programme Short term Targets Submissions
- ✓ BTTC has groomed and polished me to get a job in a very good school for which I will always remain grateful to the college for it.

**The analysis of the above remarks shared by the alumni falls in to following categories:**

1. Good support, relations and teaching by faculty, staff.
2. Good infrastructural facilities and teaching strategies.
3. Continuous student support and progression.
4. Conducive and motivating learning environment.
5. Transfer of learning from BTTC to their schools/colleges.

## **PARENTS**

The college organizes the PTA twice in a year with an aim to reach to parents of student teachers to keep them updated about the college programmes and progress made by the student teachers over a period of time. This year PTA was organized twice a year, where all the faculty members, student teachers along with parents/guardians/spouses of student teachers participated in a programme that is organized by the college. The student teachers showcased their abilities & thereafter it was followed by discussion on the college activities and experiences. On the same day feedback was taken from them. The major outcomes of this year's PTA are:

- ✓ Almost all parents, who visited the college and attended the PTA meetings, were of the opinion that college put hard efforts to maintain the disciplines among students and teachers put hard efforts and inculcate professional training to their wards.
- ✓ Parents sincerely appraised the teachers for providing opportunities to the student teachers to conduct cultural programmes.
- ✓ They expressed that they are satisfied the way their wards are trained at BTTC.
- ✓ They opined that their wards have become more accountable after they have joined BTTC.

From the above feedback it can be concluded that parents were quite satisfied with the quality of training provided to their wards by this college. They found a significant positive changes in their wards like planning the doing multi-tasks etc.

## **EMPLOYERS**

Whenever the School administrators (principals, supervisors & senior teachers) participate in campus recruitment process, they give encouraging feedback to the faculty members that student teachers were confident and are well prepared to enter the teaching profession. The college also takes feedback from its employers on a regular basis.

The detailed analysis of employers' perceptions of the products of BTTC is describes as under:

- ✓ The employers found that the student teachers of BTTC are good in communication and possess good soft skills. They found a professional approach in their way of working and assessed that they have got good training.
- ✓ Many of our employers found among our student teachers a passion towards teaching profession.
- ✓ They were of the opinion that personality of BTTC student teachers was very impressive and they have witnessed a good level of professional skills in them.
- ✓ Most of the employers found our student teachers were well prepared with their portfolios and e portfolios and were dynamic in their approach. They used the adjectives like articulate, thoughtful, knowledgeable and aware.

Overall they remarked that in past also, they have recruited students from BTTC along with their names and are satisfied with the quality and conduct of their teaching.

## **STUDENTS**

Most of students feel that B.Ed. Course is adequate but challenging also have benefited adequately. Majority of the students gave following feedback:

- ✓ Syllabus completion was rated with the highest category.
- ✓ Library material and facilities were appraised.
- ✓ Almost half students were of the view that teachers were preparing thoroughly for their classes, rest of them were of the view that they were satisfied with the preparation done by their teachers for classes.
- ✓ Teachers were always effective in their communication & encouraged us to participate in class.
- ✓ Teachers encouraged them to raise questions while teaching in class & helped them by advising them in their studies.
- ✓ Teachers approach towards students was courteous.
- ✓ Internal assessment done by the teachers was always fair, that helped to improve course grades.
- ✓ Teachers discussed the assignments fully with them, and rest of half students were of the opinion that teachers discussed the assignments partly with them.
- ✓ Student teacher also appraised the bttcshiksha mode of teaching learning process adopted by the college.

# AQAR – 2016-17:ANNEXURE – (iv)

## Best Practice: (i) – Science Corner

1. **Title of the practice:** “SCIENCE CORNER”:  
(A Corner for One and All)

2. **The context that required initiation of the practice:**  
*“Nothing happens until something moves.”*

– *Albert Einstein*

Science is the poetry of reality but sadly science is viewed within the boundaries of the laboratory. To break this limited perception towards Science, Dr. Rajeev I. Jha inaugurated the ‘Science Corner’ on the Saturday, 15<sup>th</sup> October, 2016 to rekindle the ‘Scientist’ within all the student-teachers of all academic disciplines.

Dr. Jha, in his inaugural speech, dedicated this best practice in the fond memory of his young and talented beloved nephew, Late Mr. GauravNeerajJha. Late Mr. GauravJha, was also his first student of Science and his inspiration behind this idea. Dr. Jha explained the meaning and role played by a ‘Science Corner’ in a school setting.

Dr. Rajeev I. Jha led from the front and presented the very first experiment in which he surprised everyone when he effortlessly pierced a raw potato with the help of a plastic straw. With a series of other experiments one by one within a span of 10 minutes triggered everyone’s curiosity. It became an instant hit!

The practice was initiated in this context from 2016 - 2017.

3. **Objectives of the practice:**

The aim is to popularize Science, Technology & Society (STS) relationship.

- To create an awareness of the scope of STS.
- To acquaint the learners with scientific terms & concepts.
- To inculcate scientific temper and attitude.
- To develop an interest towards STS.
- To enable appreciation towards the contribution of STS.
- To provide experiential learning to make teaching of science interesting.
- To involve student-teachers in humanistic & context-based science i.e. STS.
- To enhance the PCK (Pedagogical Content Knowledge) of the student-teachers.

4. **The practice:**

After the inaugural session, Dr. Rajeev Jha provided a platform for student-teachers to perform experiments. Student-teachers from the science background performed experiments but what was surprising was that student-teachers from a non-science background too performed experiments with much ease and enthusiasm. These were conducted as part of the morning assembly, within a span of 10 to 15 minutes. Students of both F.Y.B.Ed and S.Y.B.Ed, successfully demonstrated 60 experiments along with explanation of the basics of the experiments and their applications in everyday life.

This methodology of observation and experimentation helped everyone get richer in their knowledge banks and also built confidence in students to present and express themselves in front of other classmates, seniors and professors.

Demonstrations are the core component of science teaching. The traditional approach has been DOE (Demonstrate, Observe & Explain). However, the science corner demonstrators followed the metacognitive and constructivist strategy promoting active learning amongst learners either through a POE (Predict, Observe & Explain) approach or a PEOR (Predict, Explain, Observe and Reflect/React/Review/Rethink/Revisit/Reinforce) approach.

The idea of the science corner is to develop scientific attitudes & science process skills, such as observing, question-raising, hypothesizing, predicting, finding patterns & relationships, communicating effectively, designing & making, devising & planning investigations, manipulating materials & equipment effectively, measuring & calculating, arranging, classifying, describing, explaining, etc.

The students were also engaged in preparing scientific toys, herbarium sheets & improvised apparatuses as part of Science Corner activities.

Thus, the Science Corner is a transient place of activity & change in the premises.

The institute appreciates the performances of student teachers at the Annual Function by giving an award of 'Late GauravNeerajJha Trophy for Contribution to Creative Science' in recognition of the outstanding work done by him/her during the academic year.

#### **5. Obstacles faced if any strategies adopted to overcome them:**

It was difficult to monitor the use of the science laboratory equipment, chemicals and apparatuses by the student teachers. The Science Pedagogy Students and the Students' Council looked after the allocation, rotation and maintenance of the science laboratory material. A record is also maintained for the same.

Every day it entailed a makeshift arrangement and at times a little extension of the time period of the morning assembly due to intensive discussions and feedback by both the faculty and peers. Hence, a reasonable time-limit of 15-20 min was assigned to the demonstrators, on prior intimation to the in charge, to execute their act comfortably.

To enable the students of other classes, absentees and future batches to view the demonstrations conducted, still photographs and videos were taken by the peers and archived in the college computer lab.

The students were also encouraged to submit via email, the details of their activities along with references. The same were compiled under the guidance of the in charge teacher.

#### **6. Impact of the practice:**

The practice has given student teachers an experience of team work as the activity requires a lot of cooperation and team effort. The practice has also led to a constructivist approach and experiential learning.

With the scientific inquisitiveness rekindled, the student teachers were successfully able to impress the NAAC Peer Team Members as well as the Scientists at the HomiBabha Centre for Science Education. The F.Y.B.Ed students also went on to win the Rotating Trophy in the "Science Teaching Aids Competition" organized by the Gokhale Education Society in 2016-17.

It is evident that the impact of the practice has gone beyond the activity itself.

The way the Science Corner has taken shape, it can be rightly said that it will go a long way in acting as a catalyst in shaping the professional lives of the student teachers, as is evident by the following thought:

**"It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change."**

**– Charles Darwin**

#### **7. Resources required:**

Science Laboratory equipment, chemicals and apparatuses are advisable; daily life household items/objects and plants; daily newspaper articles and news; NCERT videos, YouTube videos, books (print and digital) on practical aspects of science; school textbooks & practical handbooks; other aids such as computer, LCD Projector, Internet, Sound System, Television, DVD player, etc. would enhance the presentation of the demonstration.

#### **8. Contact person for further details: Dr. Rajeev. I. Jha**

## Best Practice: (ii) - The LENS Series

**1. Title of the Practice:**        **“THE LENS SERIES (LEARNING EXPERIENTIALLY NOVEL STRATEGIES)” – (Integrating Popular Culture and ICT in Education)**

**2. The context that required initiation of the Practice:**

We live in a world, which is heavily influenced by mass media. Popular culture such as films, television, drama, music lyrics and books often present educational themes in fascinating ways.

The LENS Series was introduced in 2007-08, with the intention of drawing lessons from popular culture while making learning a joyful experience for the student teacher. The analysis of popular culture through the lens of the educationist was conceived of as a great way of introducing multiple perspectives about discourses that surround teachers and teaching. The practice also intended to provide opportunities for student teachers to focus on novel strategies. The series marked a shift from traditional lecture based teaching to experience-based learning.

An added feature was getting student teachers comfortable with the use of multimedia and technology. The practice was also conceptualized to encourage reflective practice among teachers, while aiming at high interest levels.

**3. Objectives of the Practice:**

- To enable student teachers to learn concepts in educational practice through a constructivist approach.
- To create interest in the student teachers towards educational issues.
- To integrate multimedia and technology as an inherent part of the learning process.
- To encourage value clarification and dialogue about controversial issues.
- To reorient the process of teacher education.

**4. The Practice:**

The practice involves the process of integrating popular culture with the learning process. Everything from films, documentaries, plays, books, and music to a range of other media constitute popular culture. Thus, the practice involves introducing the students to elements from popular culture and integrating educational issues and discussions with it. The practice also attempted a departure from the focus on the individual to the team. Learning is intended to take place through team teaching as well as greater involvement of students. An attempt was made to correlate topics from different papers. Reflecting on personal experience and engagement of students in discussion is also an important component of this practice.

Films that relate to environmental issues such as “Ice Age” and “An Inconvenient Truth” were screened and discussed. A reading of a play “Educating Fronnie” about different educational philosophies was used to lead to discussion about educational philosophy. The film “Freedom Writers” was used to discuss issues about multiculturalism and equity. During the academic year 2007-08 the students were taken to a screening of the critically acclaimed film “TaareZameen Par” after which learning disabilities and other issues were discussed.

**5. Obstacles faced if any strategies adopted to overcome them:**

We faced a few obstacles while implementing the LENS Series, and were able to overcome many of them. A few of the students were sometimes reluctant to participate actively especially in the initial stages. This was resolved as the academic year progressed and the students gradually shed their inhibitions. Motivation and the general enthusiasm of the class also helped in this regard. Sometimes during the discussions there was a tendency to stray from the originally defined objectives and topic. Some of the students also felt that the experience would not help them in the examinations. Allocating time for the practice was also a major issue.

**6. Impact of the Practice:**

The outcome of the practice has thus far been very encouraging in terms of the response we have received from the students. It has helped to bridge the generation gap between teacher educators and student teachers.

The theoretical aspect of the B.Ed. curriculum has often come under criticism by student teachers and other stakeholders. Feedback received from the schools reveals that there is a general perception that fresher teachers are ill-equipped to operate in changing school environments. The B.Ed. curriculum is often perceived as not relevant and out of tune with changing trends. The LENS series has made it possible to harness the amazing power of popular culture, mass media and ICT for educational purposes.

Brainstorming and discussion are often conducted after the viewing of the film or the experience of the book reading. Interest and motivation levels are raised as students can connect easily with the issues which are in focus. It has led to an improvement of the climate of the classroom. The practice encourages reflection as often the representation of contrasting views of discourses surrounds teaching, learning and the life of teachers. New perspectives are encouraged and discussion and healthy debate are the outcome of these sessions. Communication skills are developed and students actively participate and put forward their points of view.

The practice has facilitated both the teacher educators and the student teachers to find meaning in popular culture and assimilate it in their teaching-learning processes.

**7. Resources required:**

The resources required for implementing the LENS Series were acquired over a period for maximizing the effectiveness and outcomes of the practice. A good sound system was imperative as sound quality was crucial. An LCD projector, television, computer, Internet, DVDs of films and documentaries, books, newspapers and other resources were utilized for this practice.

**8. Contact person for further details: Mrs.Meenakshi Lath**