



## Yearly Status Report - 2016-2017

### Part A

#### Data of the Institution

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

| Pincode  | 400039  |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
|--|---|------|----------------------|-------------|-------------|-------|-------|------|----------------------|----------|--|-------------|-----------|---|---|------|------|-------------|-------------|---|---|------|------|-------------|-------------|---|---|------|------|-------------|-------------|
| <b>2. Institutional Status</b>   |   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| Affiliated / Constituent   | Affiliated  |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| Type of Institution  | Co-education  |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| Location   | Urban   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| Financial Status   | state   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| Name of the IQAC co-ordinator/Director   | Dr.Rajeev I Jha   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| Phone no/Alternate Phone no.   | 02222047160   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| Mobile no.   | 9967503945  |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| Registered Email   | iqacbttc@bttc.edu   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| Alternate Email  | contact@bttc.edu  |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| <b>3. Website Address</b>  |   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| Web-link of the AQAR: (Previous Academic Year)   | <a href="https://bttc.edu/wp-content/uploads/2021/08/aqar-2015-16.pdf">https://bttc.edu/wp-content/uploads/2021/08/aqar-2015-16.pdf</a> |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| <b>4. Whether Academic Calendar prepared during the year</b>   | Yes   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| if yes,whether it is uploaded in the institutional website:<br>Weblink :   | <a href="https://bttc.edu/academic-calendar-2016-2017/">https://bttc.edu/academic-calendar-2016-2017/</a>                               |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| <b>5. Accrediation Details</b>   |   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| <table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>A</td> <td>85.5</td> <td>2004</td> <td>03-May-2004</td> <td>02-May-2009</td> </tr> <tr> <td>2</td> <td>A</td> <td>3.20</td> <td>2011</td> <td>08-Jan-2011</td> <td>07-Jan-2016</td> </tr> <tr> <td>3</td> <td>A</td> <td>3.28</td> <td>2016</td> <td>16-Dec-2016</td> <td>15-Dec-2021</td> </tr> </tbody> </table> |   |      |                      |             |             | Cycle | Grade | CGPA | Year of Accrediation | Validity |  | Period From | Period To | 1 | A | 85.5 | 2004 | 03-May-2004 | 02-May-2009 | 2 | A | 3.20 | 2011 | 08-Jan-2011 | 07-Jan-2016 | 3 | A | 3.28 | 2016 | 16-Dec-2016 | 15-Dec-2021 |
| Cycle  | Grade   | CGPA | Year of Accrediation | Validity    |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
|  |   |      |                      | Period From | Period To   |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| 1  | A   | 85.5 | 2004                 | 03-May-2004 | 02-May-2009 |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| 2  | A   | 3.20 | 2011                 | 08-Jan-2011 | 07-Jan-2016 |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| 3  | A   | 3.28 | 2016                 | 16-Dec-2016 | 15-Dec-2021 |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| <b>6. Date of Establishment of IQAC</b>  | 04-Oct-2004   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |
| <b>7. Internal Quality Assurance System</b>  |   |      |                      |             |             |       |       |      |                      |          |  |             |           |   |   |      |      |             |             |   |   |      |      |             |             |   |   |      |      |             |             |

Quality initiatives by IQAC during the year for promoting quality culture

| Item /Title of the quality initiative by IQAC     | Date & Duration  | Number of participants/ beneficiaries |
|---|------------------|---------------------------------------|
| Education 3.0 and the Next Wave of Transformation | 14-Feb-2017<br>1 | 250                                   |
| Heritage and Good Citizenship                     | 21-Mar-2017<br>1 | 100                                   |
| Heritage Walk                                     | 17-Dec-2016<br>1 | 50                                    |
| Science Corner: A Corner for one and all          | 15-Oct-2016<br>1 | 100                                   |
| <a href="#">View File</a>                         |                  |                                       |

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

| Institution/Department/ Faculty | Scheme                             | Funding Agency       | Year of award with duration | Amount   |
|---------------------------------|------------------------------------|----------------------|-----------------------------|----------|
| BTTC                            | MINOR RESEARCH PROJECT SPONSORSHIP | UNIVERSITY OF MUMBAI | 2017<br>180                 | 14000    |
| BTTC                            | SALARY GRANT                       | GOVT. OF MAHARASHTRA | 2017<br>365                 | 18392969 |
| BTTC                            | FREESHIP/ SCHOLARSHIP              | GOVT. OF MAHARASHTRA | 2017<br>365                 | 76133    |
| <a href="#">View File</a>       |                                    |                      |                             |          |

**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View File](#)

**10. Number of IQAC meetings held during the year :**

1

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

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

- Catering to Diversity Celebration of important days throughout the year
- Faculty Achievements and engagements in various events, seminars, conferences, paper publications, Ph.D. completion, contribution as resource person, etc.
- Student achievements and engagements in intra and inter collegiate events, field trips, guest and expert lectures, competitions, etc.
- Collaborations and networking with institutions and schools.
- Activities beyond the curriculum conducting and organizing seminars, workshops, competitions, add-on courses, activities and events throughout the year

[View File](#)

**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

| Plan of Action   | Achievements/Outcomes   |
|--|---|
| Offering New Programmes: (Academic, Value added, Skill oriented, Other Staff development, and Community Extension) | One more Value added and skill based add on certificate course was introduced for the B.Ed students. ? Application for seeking permission for opening M.Ed. have been sent to NCTE  |
| Organizing UGC/other agencies sponsored National Conferences & International Conferences                           | Proposals for various conferences and seminar have been sent to NAAC, UGC, ICSSR and other funding agencies   |
| Escalating Research endeavours   | Dr. Lubna Mansuri received a major research grant from ICSSR. The project is on ' Life Skills Education Program for the marginalised students of eighth standard - an experimental study' . ? The college procures psychological tests/inventories for its psychology laboratory every year. These are purchased after taking recommendations of all faculty members. These tests/inventories are then put to use through the B.Ed. Research Projects by the student teachers under the guidance of the faculty members. ? The psychology tests are put to use in third semester when the students are trained in collecting online data using google forms. ? The faculty members also guide the S.Y. B. Ed. students in research project. |
| Incorporating m - learning   | Use of ICT for: ? On line Assessment: Content Test in Science Commerce  |
| Revision through MCQ's.  | Revision through Google Form MCQs Quiz for Course - 5   |
| Strengthening Students' Portfolio  | To encourage self - reflection amongst the students, they are encouraged to prepare Portfolios which are formative and systematic. Students display their portfolio during Campus Interviews to   |

|   |   |
|---|---|
|   | showcase their talents, skills and academic performance.  |
| Training student teachers in utilizing Interactive White Board and Language Lab Software.               | Students are trained in the use of Interactive White Board (IWB) & Language Lab. Subsequently the students use this knowledge in their practice teaching. ? Conducted add on courses Learning Language Digitally& Integrating Technology in Education (B.Ed.) &Integrating Technology in Early Childhood Education (DECE)   |
| Providing a student support mechanism for coaching for competitive examinations like TET, NET/SET, etc. | The college conducts coaching for the B.Ed. CET Entrance Examinations for the wives and women from the Naval fraternity. This activity is conducted by the College Women development Cell in association with Western Naval Command, Mumbai as Consultancy Services of the college faculty. This year we are conducting it from 17 th April to 28 th April 2017. Candidates from society also attended this program       |
| Students' Welfare Measures  | Six eligible B.Ed. students were identified & recommended by the faculty for the Priyadarshini Scholarship.They were identified on basis of the criteria set forth by Priyadarshini Academy (economic & academic). ? Re - examination was conducted for failures and students absent on genuine grounds. ? Students from low socio - economic backgrounds were given the concession to pay their fees in instalments.     |
| Strengthening Students' Placement.  | Organized a campus recruitment event on 17 th January, 2017 for the students of S. Y. B. Ed., ? 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. ? All the faculty members train the students to put their best foot forward for placements. |
| <a href="#">View File</a>   |   |

|   |     |
|---|-----|
| 14. Whether AQAR was placed before statutory body ?   | No  |
| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | Yes |

|  |   |
|--|---|
| Date of Visit  | 05-Dec-2016   |
| <b>16. Whether institutional data submitted to AISHE:</b>  | Yes   |
| Year of Submission   | 2017  |
| Date of Submission   | 05-Jan-2017   |
| <b>17. Does the Institution have Management Information System ?</b>                             | Yes   |
| If yes, give a brief description and a list of modules currently operational (maximum 500 words) | <p>Data is the lifeline of every educational institution. We ensure optimum distribution of resources and services to yield maximum benefits to students, teachers, and the management alike. The college creates all databases in various formats to be stored on computers and hard discs. Microsoft Excel is commonly used for easy access and easy retrieval. Data related to Alumni, parents, exam records, placement services, etc. is created and stored in excel sheets. This data can easily be used by all faculty members and by the administrative staff for various purposes. Tally EPR9 is used by the administrative staff for keeping all records of the college related to finances. Salaries, remunerations, income and expenditure are recorded in that software. This is regularly audited as per regulations. SOUL software is used by library for its daily functioning. Software for University Libraries (SOUL) is an stateofheart integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. The library at BTTC uses SOUL and cataloguing and circulation module are fully operational. All documents are barcoded. Bar coding is done through SOUL software. DSpace for developing institutional repository is in the local server and is maintained by the librarian. Magazines and MRP, along with other publications of the faculty are stored in Dspace. BTTC Shiksha is the institutional LMS and is accessible to all students enrolled at BTTC.</p> |

Critical Understanding of ICTan Ability Course in the B.Ed. Programme, is conducted through BTTC Shiksha. Teachers put up learning resources on Shiksha to be read by the students enrolled. Students submit their assignments online through BTTC Shiksha. All computers have high speed internet and are in networking. All the photos for all events at BTTC are stored in separate folders and also uploaded on social media for easy retrieval and dissemination.

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Yes, revision of syllabus is undertaken as per the regulations of university of Mumbai for the B.Ed. Class. The academic calendar is prepared at the beginning of the year and it is uploaded on the website. There is an online system of uploading data as per the college events which helps in documentation. Moreover our college magazine Metamorphosis (2016-17) contains all the information regarding academic activities in addition to various co-curricular activities. The revision is to include current trends & the needs of the students to face the competitive society. The College follows the syllabus approved by the Board of studies constituted by the University of Mumbai. The respective member of the Board of studies meets to discuss the curriculum. Suggestions and necessary updates from members of syllabus committee includes Subject Experts those who are teaching and having a vast experience. Faculty members of the college contribute to curriculum designing by participating in syllabus meetings which are conducted in the respective colleges of education (online discussions held prior to finalization of new curriculum). In the year 2016-17 B.Ed. programme (CBSGS) was introduced by the university. Also the college stores previous year's question paper (both hard copy and soft copy) in the library for students' reference. Further college keeps attendance records and it is properly maintained by Attendance incharges and accordingly defaulters list is prepared and they are warned by the faculty incharges and the Principal in order to improve their attendance. The Exam Committee looks into smooth conduct of all exams and timely declaration of results. Our teachers are part of university for setting the question papers.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|-------------|-----------------|-----------------------|----------|--|-------------------|
| NA          | NA              | Nil                   | 00       | NA                                       | NA                |

#### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|------------------|--------------------------|-----------------------|
| Nil              | NA                       | Nil                   |

No file uploaded.

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
| Nil                              | NA                       | Nil   |

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

|                    | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | Nil         | Nil            |

### 1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses                 | Date of Introduction | Number of Students Enrolled |
|-------------------------------------|----------------------|-----------------------------|
| Innovative Strategies of Teaching   | 25/07/2016           | 46                          |
| Learning Language Digitally         | 25/07/2016           | 46                          |
| Yoga                                | 25/07/2016           | 46                          |
| Creative Crafts                     | 25/07/2016           | 46                          |
| Models of Teaching                  | 25/07/2016           | 46                          |
| Integrating Technology in Education | 25/07/2016           | 46                          |
| <a href="#">View File</a>           |                      |                             |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title   | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---------------------------|--------------------------|---|
| BEd                       | Internships              | 93  |
| <a href="#">View File</a> |                          |   |

### 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

|           |     |
|-----------|-----|
| Students  | Yes |
| Teachers  | Yes |
| Employers | Yes |
| Alumni    | Yes |
| Parents   | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

| Feedback Obtained   |
|---|
| Students At the end of each semester or at the end of the academic year (annual) our principal takes the feedback from each student and it is analysed. The mechanism is that all the students are required to fill in the hard copy provided by the college on different parameters. Later on each student gives feedback on individual teacher, infrastructure, courses which helps us to look at those areas and tries to improvise them. Individual mentoring and |



counselling is done by each faculty member to students who approach them. In this way students have a win-win situation. Brighter students gain confidence and weaker students can be more open. In Teachers' Mentoring, all the students are divided into groups and each teacher mentors a group of students. The teacher meets her assigned group of students several times during the year. He/she understands the students' difficulties at both personal and academic level. Students are guided by teachers to make a study schedule by themselves and are advised how to study a difficult topics. Further in order to sustain the interest of the student the college also provides add-on-courses, arrange field visits, campus placement, talk by an expert, guest lecture series etc. Teachers Our college has open door policy so whenever a programme gets over the teachers meet the principal and give feedback about the programme in an informal way. So in the near future each teacher takes care about the feedback and tries to incorporate the suggestions given at that point of time. The Principal welcomes all the faculty members feedback and suggestions. Also, a regular staff meeting takes place where we discuss and feedback given by each faculty member before we execute any programme in the college. Employers Feedback from employers (practising school Principal/ Vice-principal / Supervisor / School teacher with respect to a particular subject help in training the students along with hands on experience. The feedback serves as an important indicator of the course of action to be taken. In order to sustain the rapport with practising schools every year the college conducts a unique program Known as BTTC Week where in school students gets an opportunity to show case their talent in the form of participation in various interschool competitions like poetry recitation competition and drawing competition for both primary and secondary school students. Also another important feature is campus placement which is organised every year by the college and it helps us to bring necessary changes in the course over a period of time. Alumni The college has a registered alumni association where in the college invites the alumni for various programmes over the year as guest lecture, resource person, for demonstration of lesson in a particular subject. Also it provides the regular students an opportunity to learn event management skills, anchoring and hospitality management, develop leadership skills from the alumni. Parents The college also organises a regular parent teacher meeting where in parents are orientated about the various programme which are lined up over the

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

| Name of the Programme     | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---------------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BEd                       | Education                | 50                        | 200                            | 50                |
| <a href="#">View File</a> |                          |                           |                                |                   |

### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2016 | 100   | Nil   | 10  | Nil   | Nil  |

### 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll                                   | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|--|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 10   | 10  | 10                                | 5                                | 2                          | 10                              |
| <a href="#">View File of ICT Tools and resources</a>         |   |                                   |                                  |                            |                                 |
| <a href="#">View File of E-resources and techniques used</a> |   |                                   |                                  |                            |                                 |

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

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

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

**2.4 – Teacher Profile and Quality**

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 10                          | 10                      | Nil              | Nil                                      | 8                        |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

| Year of Award | Name of full time teachers | Designation | Name of the award, |
|---------------|----------------------------|-------------|--------------------|
|---------------|----------------------------|-------------|--------------------|

|                           |  |     |   |
|---------------------------|--|-----|---|
|                           | receiving awards from state level, national level, international level |     | fellowship, received from Government or recognized bodies |
| Nil                       | 00   | Nil | 00  |
| <a href="#">View File</a> |  |     |   |

## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name            | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|---------------------------|----------------|----------------|--|---|
| BEd                       | FYBED          | 2              | 07/05/2017   | 19/08/2017  |
| BEd                       | FYBEd          | 1              | 09/01/2017   | 18/03/2017  |
| BEd                       | SYBED          | 4              | 24/04/2017   | 04/09/2017  |
| BEd                       | SYBEd          | 3              | 25/11/2016   | 14/03/2017  |
| <a href="#">View File</a> |                |                |  |   |

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

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

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

<https://bttc.edu/academic-calendar-2016-2017> Link to academic calendar on BTTC website. The academic calendar is prepared during faculty meeting at the beginning of the year. The events are planned week wise for smooth functioning of the college. Academic Calendar prepared and adhered for conduct of Examination and other related matters. The B.Ed Programme consists of internal assessment as well as external assessment. External examination dates are declared by the University at the appropriate times during the academic year. Internal assessment dates are notified to the students by the college in every semester. Academic calendar is prepared at the beginning of the academic year which includes the activities and assessments week-wise from month to month. Content Enrichment is planned at the beginning of the year to familiarize

students with the subject content and its organisation. The college conducts tutorials before external exams and these are also factored into the academic calendar.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

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

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|--------------------------|---|---|-----------------|
| BEd            | BEd            | Education                | 47  | 47  | 100             |

[View File](#)

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

[https://docs.google.com/document/d/1gMqDwus\\_yh-hkDKSk\\_YwTVC61Z2UBFeOcoTZGbxZJt4/edit?usp=sharing](https://docs.google.com/document/d/1gMqDwus_yh-hkDKSk_YwTVC61Z2UBFeOcoTZGbxZJt4/edit?usp=sharing)

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency  | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|---|------------------------|---------------------------------|
| Major Projects        | 545      | Indian Council of Social Science and Research of Social Science and Research- New Delhi | 7                      | 2.4                             |
| Major Projects        | 1095     | UGC   | 3.05                   | 0                               |
| Minor Projects        | 210      | University of Mumbai  | 0.28                   | 0.22                            |

[View File](#)

### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|---------------------------|-------------------|------|
| N. A.                     | N, A.             |      |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|-------------------------|-----------------|-----------------|---------------|----------|
| N. A.                   | N. A.           | N. A.           | Nil           | N. A.    |

No file uploaded.

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name  | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|-------|--------------|----------------------|--------------------|----------------------|
| N. A.             | N. A. | N. A.        | N. A.                | N. A.              | Nil                  |

No file uploaded.

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| N. A. | N. A.    | N. A.         |

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

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

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type          | Department | Number of Publication | Average Impact Factor (if any) |
|---------------|------------|-----------------------|--------------------------------|
| International | N.A.       | 5                     | 4.8                            |
| National      | N.A.       | 10                    | 0                              |

[View File](#)

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|------------|-----------------------|
| N.A.       | 28                    |

[View File](#)

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--------------------|----------------|------------------|---------------------|----------------|---|---|
| NA                 | NA             | NA               | Nil                 | 0              | NA  | Nil   |

No file uploaded.

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--------------------|----------------|------------------|---------------------|---------|---|---|
| NA                 | NA             | NA               | Nil                 | Nil     | Nil   | NA  |

No file uploaded.

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

| Number of Faculty | International | National | State | Local |
|-------------------|---------------|----------|-------|-------|
|-------------------|---------------|----------|-------|-------|

|                             |     |     |     |     |
|-----------------------------|-----|-----|-----|-----|
| Attended/Seminars/Workshops | Nil | Nil | Nil | 1   |
| Presented papers            | 3   | 2   | Nil | Nil |
| <a href="#">View File</a>   |     |     |     |     |

### 3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities                         | Organising unit/agency/ collaborating agency   | Number of teachers participated in such activities | Number of students participated in such activities |
|---|--|--|--|
| Community Work                                  | GOs in Mumbai: ? Akanksha Foundation, Mumbai ? Human Health Care and Research Foundation, Dadar ? Make a Wish Foundation of India, Mumbai ? Om Creations Trust, Mumbai ? Parivar | 1  | 50   |
| Street Play, Udaan University Level Competition | Department of Life Long Education (DLLE), University of Mumbai   | 1  | 25   |
| <a href="#">View File</a>                       |  |  |  |

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|----------------------|-------------------|-----------------|------------------------------|
| NA                   | NA                | NA              | Nil                          |
| No file uploaded.    |                   |                 |                              |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency   | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|--------------------|---|----------------------|--|--|
| Community Work     | NGOS in Mumbai ? Akanksha Foundation, Mumbai ? Human Health Care and Research Foundation, Dadar ? Make a Wish Foundation of India, Mu | Community Work       | 1  | 50   |
| Remedial           | B TTC Holy  | Remedial             | 9  | 100  |

|   |                        |                |    |     |
|---|------------------------|----------------|----|-----|
| Teaching  | Name School,<br>Colaba | Teaching       |    |     |
| Prime Minister Shri Narendra Modi's call for 'Swachhata Abhiyaan' | B TTC                  | Shramdaan      | 10 | 100 |
| Coastal Clean up Drive  | Coast Guard Mumbai     | Beach Cleaning | 1  | 100 |
| <a href="#">View File</a>   |                        |                |    |     |

### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|--------------------|-------------|-----------------------------|----------|
| NA                 | NA          | NA                          | 0        |
| No file uploaded.  |             |                             |          |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage  | Name of the partnering institution/ industry /research lab with contact details   | Duration From | Duration To | Participant |
|-------------------|---|---|---------------|-------------|-------------|
| State             | School Management Educational Advisory Board                      | Navy Children School, Colaba, Mumbai  | 01/04/2016    | 31/03/2017  | 1           |
| Local             | School-based Experiences: Internship - F. Y. B. Ed., S. Y. B. Ed. | GD Somani High School, Cuffe Parade<br>Kendriya Vidyalaya 1, Colaba<br>Kendriya Vidyalaya 2, Colaba<br>Kendriya Vidyalaya 3, Colaba<br>Kendriya Vidyalaya, IIT Powai<br>Kendriya Vidyalaya, Bhandup<br>Kendriya Vidyalaya, Mankhurd Dia | 01/07/2016    | 30/04/2017  | 100         |

[View File](#)

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation                                      | Date of MoU signed | Purpose/Activities  | Number of students/teachers participated under MoUs |
|---|--------------------|---|---|
| B TTC with Mindspeak                              | 15/07/2016         | (Valid for 5 years) To create environmental awareness, impart training pertaining to environmental protection, conducting activities to propagate environmental values amongst the masses and school children | 50  |
| B TTC with Pacific Training Consultancy Pvt. Ltd. | 15/07/2016         | (Valid for 5 years) To conduct short term courses for student teachers iSmart Personality and Image Management for Teachers   | 50  |
| <a href="#">View File</a>                         |                    |   |   |

#### **CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES**

##### **4.1 – Physical Facilities**

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 1628277  | 1608277  |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities                        | Existing or Newly Added |
|-----------------------------------|-------------------------|
| Class rooms                       | Existing                |
| Laboratories                      | Existing                |
| Seminar Halls                     | Existing                |
| Campus Area                       | Existing                |
| Classrooms with LCD facilities    | Existing                |
| Seminar halls with ICT facilities | Existing                |
| Classrooms with Wi-Fi OR LAN      | Existing                |
| Others                            | Newly Added             |

[View File](#)

##### **4.2 – Library as a Learning Resource**

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}



| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---------------------------|---|---------|--------------------|
| Soul                      | Fully                                     | 2.0     | 2006               |

#### 4.2.2 – Library Services

| Library Service Type      | Existing |         | Newly Added |       | Total |         |
|---------------------------|----------|---------|-------------|-------|-------|---------|
| Text Books                | 3853     | 138833  | 286         | 32712 | 4139  | 171545  |
| Reference Books           | 11512    | 1543352 | 66          | 56472 | 11578 | 1599824 |
| Journals                  | 18       | 23280   | Nill        | Nill  | 18    | 23280   |
| e-Journals                | 4        | 16524   | Nill        | 16524 | 4     | 33048   |
| Digital Database          | 1        | 5725    | Nill        | Nill  | 1     | 5725    |
| CD & Video                | 60       | 5000    | Nill        | Nill  | 60    | 5000    |
| Library Automation        | 1        | 27000   | Nill        | Nill  | 1     | 27000   |
| <a href="#">View File</a> |          |         |             |       |       |         |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module  | Platform on which module is developed | Date of launching e-content |
|---------------------|---|---------------------------------------|-----------------------------|
| Dr. Priya Pillai    | UGC (Minimum Standards and Procedure for Award of M.PHIL./PH.D Degrees) Regulations, 2016 | bttc.shiksha (LMS Moodle)             | 15/07/2016                  |
| Dr. Priya Pillai    | MOOCs   | bttc.shiksha (LMS Moodle)             | 13/07/2016                  |
| Dr. Meenakshi Lath  | CV - Example of a type of text  | bttc.shiksha (LMS Moodle)             | 03/01/2017                  |
| Dr. Rajeev I Jha    | B.Ed.- Science Content Test (Post) 2016-17  | Classmarker                           | 06/01/2017                  |
| Dr. Meenakshi Lath  | A history of India through its artifacts - 1  | bttc.shiksha (LMS Moodle)             | 22/08/2016                  |
| Dr. Meenakshi Lath  | Reggio Emilia   | bttc.shiksha (LMS Moodle)             | 29/07/2016                  |
| Dr. Rajeev I Jha    | Science Pedagogy - Tasks Assignments  | bttc.shiksha (LMS Moodle)             | 14/09/2016                  |
| Dr. Rajeev I Jha    | Brief Synopsis  | bttc.shiksha (LMS Moodle)             | 10/09/2016                  |

|                           |                                     |                           |            |
|---------------------------|-------------------------------------|---------------------------|------------|
| Dr. Raju Talreja          | Lesson plenary/ starter/finisher    | bttc.shiksha (LMS Moodle) | 19/08/2016 |
| Dr. Raju Talreja          | Rashtriya Madhyamik Shiksha Abhiyan | bttc.shiksha (LMS Moodle) | 06/01/2017 |
| <a href="#">View File</a> |                                     |                           |            |

#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

| Type         | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office   | Departments | Available Bandwidth (MBPS/GBPS) | Others   |
|--------------|-----------------|--------------|----------|------------------|------------------|----------|-------------|---------------------------------|----------|
| Existing     | 57              | 26           | 2        | 0                | 0                | 3        | 28          | 50                              | 0        |
| Added        | 0               | 0            | 0        | 0                | 0                | 0        | 0           | 0                               | 0        |
| <b>Total</b> | <b>57</b>       | <b>26</b>    | <b>2</b> | <b>0</b>         | <b>0</b>         | <b>3</b> | <b>28</b>   | <b>50</b>                       | <b>0</b> |

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

|               |
|---------------|
| 50 MBPS/ GBPS |
|---------------|

##### 4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| N.A.                                       | <a href="#">N.A.</a>   |

#### 4.4 – Maintenance of Campus Infrastructure

##### 4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 651311                                 | 643311   | 976966                                 | 964966   |

##### 4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

As the institution is located in prime locality of South Mumbai, it meets the growing challenges of maintaining the physical, academic and support facilities. To cater to this the institution has well laid down policies for maintaining and utilizing physical, academic and support facilities.

**Laboratory:** The psychological lab is equipped with psychological tests and experiments. The students utilize the psychological test for conducting research based projects as directed by their guide. New psychological tests and experiments are added to the lab as and when required. The curriculum lab is equipped with the requisite apparatus and models. The students use the scientific apparatus and models as and when required for their practice teaching.

**Library:** The library has well defined library rules. The library committee scans the books which are to be purchased after it has been approved by faculty members. The new books to be purchased are then approved by the Principal. The new books are then displayed for students and teachers reference and issue. New arrivals are mentioned in institutional LMS (bttc.shiksha) for ready reference.

**Sports:** The institution conducts its Annual Sports in the back

garden of the Municipal Corporation of Greater Mumbai opposite the college. The outdoor sports includes the track events, box cricket, etc. Indoor games includes playing chess and carrom. The events for the sports day are decided and communicated to the students. The participation list is prepared and the students take part in the events. Certificates are issued to the winners. The students council assist in the organisation of the sports day. Computers: The maintenance of the computers is given to Mac Plus Agency. The technical engineer visits the institution on need basis. As and when it is required the technician from Mac Plus visits and does the requisite repair/supply of equipment. Critical Understanding of ICT is transacted in the computer laboratory. The students use the software and the ICT tools for practice teaching, for seminar presentation, for assignment submission, etc. The students also undertake the certificate programme in Integrating Technology in Education, wherein they are given hands on in different web tools. MS Office and other software are used for maintaining records of attendance, progress, etc. Pedagogy classes are organised in the computer laboratory as and when required. Classrooms: Each programme is allocated a classroom. The weekly time table is prepared to utilise the classrooms for conducting theory and practical classes as required by faculty members. Specific programme workshops/seminars/Guest Lectures are organised in the classroom depending on the topic/theme, number of participants specified by the resource person, mode of presentation, etc.

<https://bttc.edu/infrastructure/>

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

|                                      | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|--------------------------|--------------------|------------------|
| Financial Support from institution   | Pridarshani Academy      | 4                  | 30000            |
| Financial Support from Other Sources |                          |                    |                  |
| a) National                          | NIL                      | Nil                | 0                |
| b) International                     | NIL                      | Nil                | 0                |
| <a href="#">View File</a>            |                          |                    |                  |

#### 5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|---|------------------------|-----------------------------|-------------------|
| yoga                                      | 21/06/2016             | 90                          | DLLE              |
| CCRT                                      | 28/10/2016             | 100                         | B TTC             |
| <a href="#">View File</a>                 |                        |                             |                   |

#### 5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|------|--------------------|--|--|--|---------------------------|
|      |                    |  |  |  |                           |

|                           |     |    |     |   |     |
|---------------------------|-----|----|-----|---|-----|
| 2017                      | CET | 23 | 100 | 5 | Nil |
| 2017                      | TET | 50 | 100 | 6 | Nil |
| <a href="#">View File</a> |     |    |     |   |     |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 5                         | 5                              | 3   |

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus                     |                                 |                           | Off campus                    |                                 |                           |
|-------------------------------|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| 35                            | 50                              | 30                        | N.A.                          | 25                              | 15                        |
| <a href="#">View File</a>     |                                 |                           |                               |                                 |                           |

5.2.2 – Student progression to higher education in percentage during the year

| Year                      | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of institution joined | Name of programme admitted to |
|---------------------------|--|--------------------------|---------------------------|----------------------------|-------------------------------|
| 2017                      | 3  | B.Ed                     | Education                 | Distance Mode              | M.Ed and M.A                  |
| <a href="#">View File</a> |  |                          |                           |                            |                               |

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items                     | Number of students selected/ qualifying |
|---------------------------|---|
| SET                       | 2                                       |
| <a href="#">View File</a> |   |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity                  | Level           | Number of Participants |
|---------------------------|-----------------|------------------------|
| sports                    | college         | 100                    |
| CCRT                      | College         | 100                    |
| Personality Contest       | Inter Colligate | 40                     |
| Hum-Tum                   | Inter Colligate | 20                     |
| <a href="#">View File</a> |                 |                        |

## 5.3 – Student Participation and Activities

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

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
|------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|

|                   |     |          |     |     |     |      |
|-------------------|-----|----------|-----|-----|-----|------|
| 2016              | NIL | National | Nil | Nil | Nil | N.A. |
| No file uploaded. |     |          |     |     |     |      |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Students council of college is elected by staff members and Principal after observing their attitude and behaviour . Various clubs organises activities through out the year and each club is represented by students as secretary and members. Yes, the institution has an active Alumni Association. i. List the current office bearers: - The list of the current office bearers of Alumni Association of Bombay Teachers' Training College is as follows: - ??Patron: Dr. (Mrs.) Mintu Sinha, Principal, Bombay Teachers' Training College. ??Secretary: Mrs. Meenakshi Rajeev Lath, Faculty BTTC, Mumbai. ??Joint Secretary: Dr. Rajeev I Jha, Faculty, BTTC, Mumbai ??Treasurer: Dr. M.A. Ansari, Faculty BTTC, Mumbai. ??Member: Dr. Mandeep Kochar, Faculty BTTC, Mumbai ??Member: Dr. Bhagwan Balani, Faculty BTTC, Mumbai. ??Member: Dr. Balwant Singh, Lecture, K.C.College, Churchgate ??Member: Mrs. Swati Bhavik Shah, Lecturer, Jai Hind College, Churchgate ??Member: Mr. Fazal Mogalkhan Shagzaman, Lecturer, Jai Hind College, Churchgate ??Member: Mr. Ashishkumar Lalmani Mishra, Lecturer, Wilson College, Marine lines ??Member: Mr. Sarosh Baria, Teacher, AVM School Bandra.

ii. The year of the last election: - The last election was conducted in the year 2016. Various activities which are conducted durig the year as follows- Science corner is where experiments are performed by a student or a pair where they put across unknown facts in a simple manner. The objective of science corner was to make science concepts easy to understand for students from other disciplines and explain hoe science is connected to our daily life. BTTC practices co-curricular activities extensively above and beyond academics. It is the formation of focus groups of different pedagogy. The activities conducted by these groups help the student-teachers to recognize their potentialities and enhances their personality. BTTC strongly believes in learning by doing. To fulfill this purpose, activities are taken up to develop physical efficiency. The student-teachers get an opportunity to plan and do activities organized by these four clubs. The following are the clubs related to the subject that they cater to. For the academic year 2017-2018 the club organized morning musings, quizzes to brush-up the student-teachers logical and calculation skills. This initiative was taken up and executed ardently. Activities like Swatch Bharat and Science Corner were a huge success for the students. The club organized celebrations like Teachers' Day, Independence Day, and Republic Day. Literary club conducts activities like morning musings and writing quotations on the black board every morning throughout the year. The HM Nagrani English and the Narayandas Hindi extempore competition was conducted by the literary club. The club organizes reflective writing on educational movies like Bol, MS Dhoni: An Untold Story, Sound of Music and many more for students. In the library, a wall was decorated with quotes, meanings, new words and charts throughout the year. "WE CARE" is the motto of this club which is reflected through various activities. The college beautification was looked after by the club where Herb garden and Wall garden were maintained.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Alumini Asssocation is registered with Bombay PublicTrust Act,1950The Objectives of Alumni Association are: 1. To keep a roster of all Alumni of college and their pertinent data. 2. Maintaining the updated and current information of all Alumni. 3. To encourage, foster and promote close relations among the alumni themselves. 4. To promote a sustained sense of belonging to

the Alma Mater among the Alumni by being in regular contact with them. 5. To provide and disseminate information regarding their Alma Mater, its graduates, faculties and students to the Alumni. 6. To assist and support the efforts of JNGEC in obtaining funds for development. 7. To guide and assist Alumni who have recently completed their courses of study at the JNGEC to keep them engaged in productive pursuits useful to the society. 8. To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the Alumni. 9. To let the alumni acknowledge their gratitude to their Alma Mater.

5.4.2 – No. of enrolled Alumni:

50

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

15000

5.4.4 – Meetings/activities organized by Alumni Association :

List of Alumni Association Activities a. The Alumni Day Reunion is organized every year in August or September specially focusing on fostering interaction with the current batch of students. Students who have excelled in the University examinations are felicitated on this occasion. b. Organizing functions regularly during BTTC Week Celebrations to provide a platform for our alumni and current batch students to interact. c. Celebrating the achievements of our alumni and keeping members informed of the progress events in Bombay Teachers? Training College. d. Judging intra and inter collegiate competitions. e. Conducting demonstration lessons, seminars and workshops on different topics in Education. iv. Details of the top ten alumni occupying prominent positions. i. Ms. Varsha Gaikwad, Former MLA, Dharavi Consitituency, Mumbai, ii. Mr. Sabu Joseph, Campus Staff, International Students Inc., USA, iii. Ms. Fatema Bharmal, Teacher and In charge of Indian Cultural Dance Group, Panama Road School, Auckland, New Zealand, iv. Mr. Parmesh Shahani. Editor of „Verve? magazine v. Dr. Sybil Thomas, Principal, St. Xavier?s College of Education, Mumbai, vi. Dr. A. N. Mishra, Principal, Rahul B.Ed. College, Mira Road, Thane. vii. Dr. Karuna Gupta, Principal, Guru Nanak College of Education, Bhadup viii. Mrs. Diana Marfatia, Head Mistress, Dhirubhai Ambani School, Bandra-Kurla Complex, ix. Mrs. Rekha Shahani, Principal, Kamala High School, Khar, Mumbai, x. Mrs. Marzeen Doctor, Principal, Jamnabai Narsee School, Andheri.

## **CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 – Institutional Vision and Leadership**

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

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

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

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type              | Details  |
|----------------------------|--|
| Research and Development   | Two Major sponsored researches were awarded. By UGC to Dr (Mrs) Mintu Sinha (Principal) and Dr Bhagwan Balani titled " Co- scholastic Assessment : A Toolkit for Developing Multiple Intelligence Among secondary school Students" of Rs 300000/- for 3 years and by Indian council of Social Sciences and Research, New Delhi to Dr. Lubna J Mansuri titled A Life Skills Education Programme of Eighth Standard students of Marginalized Students - An Experimental Study" of Rs 7,00000/ for 18 months. The faculty members publish papers in peer reviewed journals at national and International level. Approximately 15 papers have been published |
| Examination and Evaluation | The college follows the examination  |

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

Teaching and Learning

The faculty members experiment with innovative and creative pedagogies for the execution of the curriculum. The faculty also tries these methodologies in their teaching learning process depending on the need of the subject and topic. The following methods are used- Science Corner Demonstrations, Learning through games such as sort it out, auction, etc., Newspaper articles, Seminar method, Consensus Building Method, Flipped Classroom, Blended Learning, Case study Method, Concept Mapping Technique, Documentary Movie, Self-Learning Material, Mobile based application, Supervised Library Study, KWL (Know, Want to Know Learn), Role - Playing, SQ3R, Brain Storming, Cooperative learning Techniques like Jigsaw method, etc. The student - teachers also use these methods in their practice teaching lessons.

Curriculum Development

The curriculum of B.Ed is prescribed by the University of Mumbai and the college is given the freedom in the transaction of the curriculum. The college provides Value Added Add-on Certificate Courses are offered beyond curriculum. The following courses are offered- Yoga, Aerobics, Learning Language Digitally, Creative Crafts, Integrating Technology in Education (B.Ed.) Integrating Technology in Early



Childhood Education (ECEP), iSmart - Personality Development Image Enhancement for Teachers (in collaboration with Pacific Training and Consulting Services), Models of Teaching and Innovative Teaching Strategies. The curriculum of ECEP is updated every year. Meeting is held and changes are discussed by analyzing and revision is done accordingly. CET and CTET training classes are organized and conducted.

Library, ICT and Physical Infrastructure / Instrumentation

The college is well- equipped with positive learning environment and provides important facilities to the students. The library is updated with the latest books and also provides book bank facilities. The computer laboratory is well maintained with computers and internet. The internet speed has been increased to 50mbps for smooth functioning. Training is offered on the use of Interactive White board and the use of language laboratory for enhancing the communication skills. Infrastructure facilities such as separate rest rooms for boys and girls, common rooms for both. Faculty uses the software on Google form Quiz for Revision in Course 5.

Human Resource Management

The college runs courses from Pre-primary to secondary level. The faculty members provide teaching services in ECEP and D.LE.Ed classes as visiting faculty and the college utilizes its' human resources optimally. They are also involved in the supervision of the lessons in schools, for lesson guidance research guidance. The faculty member's conducts workshops and seminars on interview training, time management, study skills, stress management etc. for students as well as for schools and colleges. Alumni are invited to conduct seminars and workshops. Experts are invited from academic and industry background for conducting workshops and seminars.

Industry Interaction / Collaboration

The college has collaborated with various organization and institutions - 'KA Edu Associates - Redefining Education, conducted One week Programme on Professional Development: Global Practices Modules 2016 for ECEP students. Collaboration with University of Mumbai with Department of Lifelong Learning and Extension work by college.

|                       |   |
|-----------------------|---|
|                       | Collaboration with B.D Somani IB school for training of teachers on Emergent curriculum. Collaboration with Sanskar India Foundation for the D.El.Ed course for spreading awareness on environmental issues by giving lessons and supporting campaigns for Traffic Safety. The EPEC and S.Y.B.Ed students were exposed to work with special children in various institutions across Mumbai. |
| Admission of Students | College is a Sindhi Linguistic Minority college. The admissions for B.Ed and D.El.Ed are centralized. A Sindhi minority student gets admission against the Sindhi Minority quota. The required number of Sindhi students is few and hence the college has to surrender the remaining seats to MKCL.   |

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

| E-governance area             | Details  |
|-------------------------------|--|
| Planning and Development      | Minutes of the meeting circulated through electronic means. Biometric attendance for teaching and non-teaching staff.  |
| Administration                | Alumni Data Base is maintained in electronic form. Student E- mail Ids for B.Ed, D.T.Ed and ECEP are utilized for instant communication with the students. Networking of all computers |
| Finance and Accounts          | In finance and accounts, Tally ERP-9 is used for accounting. It can be viewed through Team Viewer by the Management as and when required   |
| Student Admission and Support | Centralized Admission for B.ED D.T.Ed DECE- Interviews/ Essay Test (To assess Communication Skills) Placement services through electronic means.                                       |
| Examination                   | Centralized Examination of B.ED D.T.Ed Maintenance of examination records through E- mode.   |

#### 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year                      | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---------------------------|-----------------|--|--|-------------------|
| 2017                      | Dr Rajeev I Jha | National Seminar on IQAC   | KC College   | 1200              |
| <a href="#">View File</a> |                 |  |  |                   |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year                      | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date  | To Date    | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---------------------------|--|---|------------|------------|---|---|
| 2016                      | Effective Communication for Teachers   | N.A.  | 20/07/2016 | 20/07/2016 | 12                                      | Nil   |
| <a href="#">View File</a> |  |   |            |            |   |   |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme                          | Number of teachers who attended | From Date  | To date    | Duration |
|--|---------------------------------|------------|------------|----------|
| Training for centre for cultural resources- sponsored by CCRT -New Delhi | 1                               | 12/10/2016 | 25/10/2016 | 15       |
| RUSA Sponsored Short Term Course in Soft Skills                          | 1                               | 22/12/2016 | 28/12/2016 | 6        |
| <a href="#">View File</a>  |                                 |            |            |          |

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

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

6.3.5 – Welfare schemes for

| Teaching   | Non-teaching                | Students  |
|--|-----------------------------|---|
| Sponsorship for professional growth (fees for International/ National Conferences, seminars etc) | Festival Advance for Diwali | Extension of dates for payment of fees to students and Fees in installment. |

6.4 – Financial Management and Resource Mobilization

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

Yes, the financial accounts are audited regularly both internally and externally. The Management, looks after the internal audit and the Chartered Accountant i.e. M/s. Singavi, Oturkar Kelkar, does the external audit. The auditor, before the commencement of the audit, prepares a detailed audit

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

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals  | Funds/ Grnats received in Rs. | Purpose  |
|---|-------------------------------|--|
| Ms Pramoda Chandrasekar, Dr. N.R. Parasnis, Ms. Haryanwala Alifya, Various Participating Colleges, Various Participating Schools, CCRT, Bharat Soka Gokkai, NGO, Bharat Soka Gokkai, NGO, Dr. Mintu Sinha | 70450                         | Endowment Prizes for Students, Registration fees for College Events, Fees for Campus Recruitment, Rent for Use of College Premises |
| <a href="#">View File</a>   |                               |  |

6.4.3 – Total corpus fund generated

|   |
|---|
| 0 |
|---|

## 6.5 – Internal Quality Assurance System

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

| Audit Type     | External |   | Internal |                       |
|----------------|----------|---|----------|-----------------------|
|                | Yes/No   | Agency  | Yes/No   | Authority             |
| Academic       | No       | Submitted online on University of Mumbai Portal | No       | NIL                   |
| Administrative | Yes      | Joint Director Office                           | Yes      | Singavi OturkarKelkar |

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

The college gets support from the parents in a positive way. This year the college received support in purchasing trophies for college at reasonable price for all events from a parent. One of the parent also sponsored refreshment on sports day. One of our students spouse is a doctor and provides service to the college in terms of medical assistance to college during emergency.

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

The faculty members provides computer training to the support staff for handling hardware. They are also trained in spoken English. They are provided guidance for health and effective ways to to be healthy.

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

1. Beyond curriculum experiential learning - Inviting experts/Guest Speakers on contemporary issues 2. Enhancing School based experiences through rigorous practice teaching and internships 3. Strengthening associations and

collaborations with other educational institutions

6.5.5 – Internal Quality Assurance System Details

|  |     |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF               | No  |
| c) ISO certification                   | No  |
| d) NBA or any other quality audit      | No  |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC                                 | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|--|-------------------------|---------------|-------------|------------------------|
| 2016 | Heritage Walk- South Mumbai  | 17/12/2016              | 17/12/2016    | 17/12/2016  | 45                     |
| 2017 | Time with Nature - Trailblazers                                    | 18/01/2017              | 18/01/2017    | 18/01/2017  | 45                     |
| 2017 | Ripples - Screening of the play                                    | 04/03/2017              | 04/03/2017    | 04/03/2017  | 60                     |
| 2016 | Seminar on Ethical Hacking   | 14/09/2016              | 14/09/2016    | 14/09/2016  | 85                     |
| 2017 | Ripples - Screening of the play                                    | 04/03/2017              | 04/03/2017    | 04/03/2017  | 50                     |
| 2016 | International Yoga Day at University of Mumbai                     | 21/06/2016              | 21/06/2016    | 21/06/2016  | 45                     |
| 2016 | Seminar on Career Counseling                                       | 25/10/2016              | 25/10/2016    | 25/10/2016  | 45                     |
| 2016 | Student Exchange programme with 'La Trobe University'              | 30/11/2016              | 30/11/2016    | 30/11/2016  | 45                     |
| 2016 | Seminar on Well- Being with the organization Heartfulness          | 02/12/2016              | 02/12/2016    | 02/12/2016  | 80                     |
| 2016 | Health and Nutrition - Live Demo by Chef - Mr Tamoghna Chakraborty | 03/12/2016              | 03/12/2016    | 03/12/2016  | 100                    |

**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES****7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme  | Period from | Period To  | Number of Participants |      |
|---|-------------|------------|------------------------|------|
|   |             |            | Female                 | Male |
| Well being of women - Workshop by Sanjay Bhatia Anuradha Bhatia | 02/12/2016  | 02/12/2016 | 85                     | 2    |
| Health & Nutrition - Workshop by Chef Mr. Tamoghna Chakraborty  | 03/12/2016  | 03/12/2016 | 80                     | 2    |
| Financial Literacy for women - Mr Mahendra Panekar              | 10/10/2016  | 10/10/2016 | 75                     | 2    |
| Global Career Counselling for Women - Mrs Jeenal Shag           | 25/10/2016  | 25/10/2016 | 70                     | 2    |
| Ethical Hacking and Cyber Crime and Security by Mr Sachin Dedia | 14/09/2016  | 14/09/2016 | 91                     | 2    |
| Marshal Arts Training Workshop by Ankita Naidu                  | 23/08/2016  | 23/08/2016 | 45                     | 2    |

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

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

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

However, we ensure our students learn about sustainability through the workshops that we organize for them. However, we organize workshops, activities and events that lead to sensitization among our students. BTTC has organized various programmes to create Environmental Consciousness and Sustainability among its stakeholders in the following manner: 1. Developing Wall Garden in hallway passage to promote greenery in the college corridor 2. Giving training to student teachers for tetra pack recycling 3. Giving training to students to convert bio waste in manure through vermicomposting 4. Arranging educational

visits by visiting Karnala Bird Century 5. Switching of fans and lights before leaning classes to save electricity 6. Ensuring judicious use of water 7. Arranging heritage walk and visiting historical places like Heritage Sites of South Mumbai

#### 7.1.3 – Differently abled (Divyangjan) friendliness

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

#### 7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date       | Duration | Name of initiative                                   | Issues addressed         | Number of participating students and staff |
|------|--|--|------------|----------|--|--------------------------|--|
| 2016 | 1  | 1  | 25/12/2016 | 5        | Visit to Bharat Muslim Mahila Andolan (BMMA)         | women and gender issues  | 8  |
| 2016 | 1  | 1  | 25/12/2016 | 5        | Visit to Amcha Ghar                                  | inclusion and old age    | 5  |
| 2016 | 1  | 1  | 25/12/2016 | 5        | Visit to Cancer patients aid society                 | issue of cancer patients | 9  |
| 2016 | 1  | 1  | 18/01/2017 | 1        | Monoacting Competition on contemporary gender themes | gender issues            | 100  |

[View File](#)

#### 7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title   | Date of publication | Follow up(max 100 words)   |
|---|---------------------|--|
| B TTC- Code of Conduct Handbook (Uploaded on Website) | 01/07/2016          | Higher education is leadership education. The conduct and values of professionals in higher education institutions heavily influence the |

future leaders. Institutions of higher education and professional training do not just focus on excellence in academics but also go beyond the curriculum in various aspects of life and living. These institutions practice ethics curricula and they involve their students and faculty in community engagement. They provide value orientation to all stakeholders. It is important that the teaching profession must be raised in status, dignity and integrity. A code of ethics is hence created and uploaded on website for all stakeholders.

#### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity   | Duration From | Duration To | Number of participants |
|--|---------------|-------------|------------------------|
| International Yoga Day - Health Awareness  | 21/06/2016    | 21/06/2016  | 85                     |
| Celebration of Gurupurnima - Professional Ethics                                     | 19/07/2016    | 19/07/2016  | 92                     |
| Celebration of Independence Day - Constitutional Obligations                         | 15/08/2016    | 15/08/2016  | 95                     |
| Teachers Day Celebrations - Inculcation of Noble and Universal Values of Brotherhood | 05/09/2016    | 05/09/2016  | 95                     |
| Gandhi Jayanti - Imbibe values of Satya Ahimsa                                       | 01/10/2016    | 01/10/2016  | 88                     |
| Cultural Festival Celebration (Diwali) - Preserving Indias Rich Cultural Heritage In | 29/10/2016    | 29/10/2016  | 95                     |
| Navrati Celebration - Unity  | 05/10/2016    | 05/10/2016  | 80                     |



|   |            |            |    |
|---|------------|------------|----|
| in Diversity  |            |            |    |
| Cutural Festival Celebration (Christmas) - National Integration | 24/12/2016 | 24/12/2016 | 95 |
| <a href="#">View File</a>                                       |            |            |    |

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

|  |
|--|
| Creation of Wall Garden in the open space/passage of each floor of the building.   |
| All institution communications are done through electronic mode. Paperless communication is promoted at each level of institution communication. |
| We save electricity by switching off fans and tube lights as soon as student leave the classes.  |
| We have carried out energy audit and have replaced all old wiring in the entire building and have installed LED tubes to save electric energy.   |
| The college have taken adequate steps to save the running water from college rest room taps and have taken measure to save water.                |

### 7.2 – Best Practices

#### 7.2.1 – Describe at least two institutional best practices

1. The BTTC Week Celebrations–A Platform for Training in Event Management– The College provides student teachers an opportunity to showcase their talents and skills. The aim is to inculcate skills of event management in the student teachers by providing a platform to student teachers to compete and cooperate with their peers with other colleges of education and establish a network with our cooperating schools and other institutions. An exhibition of SUPW products prepared by the DECE student teachers is on display throughout the week. The foremost aim of this entire practice is to stand out amongst the crowd and also to keep our student teachers and teacher educators abreast with the current trends in the educational scenario.

2. Cultural Kaleidoscope: Centre for Cultural Resources and Training - [CCRT] Kit based Regional Cultural Presentation– The purpose of this practice is to create an awareness about the Conservation of the Natural and Cultural Heritage of India and develop an appreciation of the Philosophy, Aesthetics and Beauty inherent in Indian Art, Architecture and Culture. This practice is directed towards student teachers to develop hands on skills in formulating Methodologies for incorporating Cultural Components in the Curriculum and its integration in school activities. The student teachers have explored methodologies for incorporating a Cultural Component in Curriculum. They have made effective use of CCRT Kit and created awareness among Secondary School students about our rich Indian Cultural Heritage. The practice has also given student teachers an experience of team work as the activity requires a lot of cooperation and team effort. The activity has its roots in respecting cultural diversity which also forms the basis of inclusive education. The practice has also led to a constructionist approach and experiential learning. The institution has received several letters of appreciation from the practice teaching schools for the Cultural Kaleidoscope presentations by our student teachers. The Cultural Kaleidoscope has also had an indirect but major impact on History teaching practice undertaken by the History method group students. The students make a serious attempt to incorporate these ideas into their lesson plans. The students have often borrowed ideas from the presentations and have actually used the Cultural Kit components as instructional aids in the classroom. The cultural component

is also correlated with other subjects besides History, and students have incorporated the Core Element of India's common Cultural Heritage into Science, Mathematics, Geography and Language lessons in interesting ways.

3. The LENS Series - The LENS Series - Learning Experientially Novel Strategies (since 2007) We live in a world, which is heavily influenced by mass media. Popular culture such as films, television, drama, music lyrics and books often present educational themes in fascinating ways. The LENS Series was introduced in 2007-08, with the intention of drawing lessons from popular culture while making learning a joyful experience for the student teacher. The analysis of popular culture through the lens of the educationist was conceived of as a great way of introducing multiple perspectives about discourses that surround teachers and teaching. The practice also intended to provide opportunities for student teachers to focus on novel strategies. The series marked a shift from traditional lecture based teaching to experience-based learning. An added feature was getting student teachers comfortable with the use of multimedia and technology. The practice was also conceptualized to encourage reflective practice among teachers, while aiming at high interest levels. The practice involves the process of integrating elements of popular culture with the learning process. Learning is intended to take place through team teaching as well as greater involvement of students. An attempt is made to correlate topics from different papers. Reflecting on personal experience and engagement of students in discussion is also an important component of this practice. The outcome of the practice has thus far been very encouraging in terms of the response we have received from the students. The practice encourages reflection, new perspectives, discussion and healthy debate. Communication skills are developed and students actively participate and put forward their points of view.

4. Student Portfolio -The purpose of this best practice is to help student teachers to reflect on their learning and capabilities, communicate personal information through the use of portfolios, develop and maintain record of activities undertaken by the student teachers over time. create evidences for teachers to use portfolios as an assessment tool. This Practice of portfolio development includes collections of student teachers' work representing a selection of products that represent specific student performance. These portfolios of the individual student teachers developed by the institution derives from the visual and performing arts tradition in which student teachers showcase artists accomplishments and personally favored works. They act as a folder containing a student teacher's best pieces and the student teacher's evaluation of the strengths and weaknesses of the pieces. The institution uses portfolios as a record of the activities undertaken over time and to reflect quality of learning. The institution uses portfolio to support cooperative learning and to develop team spirit by offering an opportunity for student teachers to share and comment on each others work. For example, feedback given by the students and faculty in micro and simulated lessons helps in developing confidence among the student teachers. The institution emphasizes on total involvement of its faculty in assessing student teachers, and portfolios are used for the same. The institution uses portfolios as an assessment tool because, as representations of classroom-based performance, and they can be integrated into effective learning.

5. Science Corner - This practice promotes the quest among students' spirit of inquiry and pursuits methodology of observation and experimentation helped everyone get richer in their knowledge banks and also built confidence in students to present and express themselves in front of other classmates, seniors and professors. Demonstrations are the core component of science teaching. The traditional approach has been DOE (Demonstrate, Observe Explain). However, the science corner demonstrators followed the meta-cognitive and constructivist strategy promoting active learning amongst learners either through a POE (Predict, Observe Explain) approach or a PEOR (Predict, Explain, Observe and Reflect/React/Review/Rethink/Revisit/Reinforce) approach. The idea of the

science corner is to develop scientific attitudes science process skills, such as observing, question-raising, hypothesizing, predicting, finding patterns relationships, communicating effectively, designing making, devising planning investigations, manipulating materials equipment effectively, measuring calculating, arranging, classifying, describing, explaining, etc. The students were also engaged in preparing scientific toys, Herbarium sheets improvised apparatuses as part of Science Corner activities. Thus, the Science Corner is a transient place of activity change in the premises.

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

<https://bttc.edu/ccrt/>

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

BTTC believes in learning can be best through experience and reflection. And that is what is the mantra that we follow. We involve students in all activities of the college and thus, Experiential Learning has become our greatest strength. Following are the highlights:

- The faculty works on the principle of effectively learning and imparting new skills through experiential learning. Throughout the year, the students involve themselves in reflective activities formally as well as informally and improvise on each aspect of their learning and also college life. Experiential Learning is also more effective because it helps establish lasting behaviour change. Our students not just simply understand a new subject or gain a new skill, but internalise those as new habits and behaviours. That is surely an unsaid achievement.
- Students gain concrete experiences by pursuing hands-on personal experiences that are provided to them. One basic example if their Internship experiences. There is more achievement than can be described on paper because of our policy of following Experiential Learning. It's where they try new things, get stuck in and step out of their comfort zone and definitely emerge as better intern teachers.
- Reflective observation of the experiential learning strategy is all about successfully learning from the experiences. Our students take up new challenges related to teaching and handling the classroom in schools affiliated to different boards (SSC, CBSE, IGCSE, IB) and they analyse and observe alternatives, understand the pros and cons of their actions in the class and also figure out what works for them in the school where they are teaching as interns. This entire phase becomes a great learning experience for them.
- Another way of arranging Experiential Learning is through Extension Activities. The students creatively take forward the extension activity projects- Status of Women in Society and Population Education Cell. They go around and conduct the relevant surveys and learn a lot of values through meeting new people.
- reflective observation stage of experiential learning is observing and learning from the experiences of others.

Provide the weblink of the institution

<https://bttc.edu/>

### 8.Future Plans of Actions for Next Academic Year

Future Plans of action 2016-2017

- The management of the college is forward looking and always motivates faculty to maintain the quality of existing programmes and initiate new professional engagements and endeavours to enhance the quality of educational programmes. The IQAC of the college analyzed the outcomes of the existing programmes and activities and suggestions given by the NAAC peer team and have chalked out the future plan of action and strategies to improvise the quality of programmes.
- Mobilization of Human Resources: To

mobilize and enhance engagement with all the stakeholders of the institution to achieve institution's vision, mission and objectives by broadening the educational areas by forging alliances and associations with likeminded institutions and all other formal and informal agencies of education. • Nurturing the Second line of Leadership: The student leadership play a significant role in achieving the institutional goals, therefore a good team of student council would be employed with a purpose to liaison with faculty and other stakeholders to achieve institutional objectives. • Strengthening research activities and research cell: To organize capacity building programmes for faculty to strengthen research repertoire by engaging in undertaking research projects and publication of the same in reputed peer reviewed journals. • Strengthening Student Support System: To improve students' support systems and adequate student development and progression, the college would facilitate and provide, adequate infrastructure laced with technology and with ICT tools. This move will enhance student engagement experience in imbibing the gen next tech and they will be able to use new educational technological tools during their professional practice. • Attract engage alumni other experts: The members of the IQAC were also of the view that we must pursue and attract engage alumni and other experts from industry and use their experiences and services to optimize students' experience. This wider exposure will advance frontiers of professional knowledge competence of student teachers. • Policy for Eco friendly campus: To draft a policy to ensure an eco friendly campus and communicating the same with all stakeholders. The measure to save electivity and water were discussed and institution protocol was drafted for proper implementation. The college will run its academic and administrative affairs paperless. • Development of communication and soft skills: To enhance communications and soft skills among students, the alumni and other experts from the industry be invited by organizing workshops and promote school-based learning experiences by strengthening the practice teaching, internship in collaborations with secondary school of different boards. A list of schools was prepared by faculty for the implementation of this purpose. The task was delegated to the faculty to ensure achievement of wide range of predetermined objectives. While organizing such activities, more emphasis would be given to experiential learning by organizing field based and outreach programmes.