

Bombay Teachers' Training College
Colaba, Mumbai – 400 039

**The Annual Quality Assurance Report (AQAR) 2015-16 of the
IQAC**

(As Revised in October 2013)

Part – A

1. Details of the Institution

1.1 Name of the Institution

Bombay Teachers' Training College

1.2 Address Line 1

Mahakavi Bhushan Road, Opp. Apollo Hotel, Near Regal Cinema,

Address Line 2

Colaba

City/Town

Mumbai

State

Maharashtra

Pin Code

400039

Institution e-mail address

1. bttcollege1969@gmail.com
2. bttcollege@hotmail.com

Contact Nos.

1. 022-22047160
2. 022-22828899

Name of the Head of the Institution:

Dr Mintu Sinha

Tel. No. with STD Code:

022-22845856

Mobile:

9820524455

Name of the IQAC Co-ordinator:

Dr. Rajeev I. Jha

Mobile:

9967503945

IQAC e-mail address:

bttciqac@gmail.com

1.3 NAAC Track ID (For ex. MHC0GN 18879)

09380

1.4 NAAC Executive Committee No. & Date:

EC/54/RAR/083 dated 08-01-2011

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

1.5 Website address:

www.bttc.edu

Web-link of the AQAR:

<http://trutechwebs.com/cs/bttc/module/upload/bttc/files/aqar-2015-16.pdf>

1.6 Accreditation Details:

| Sl. No. | Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---------|-----------------------|---------|-------|-----------------------|-----------------|
| 1 | 1 st Cycle | A Level | 85.50 | 2004 | 02.05.2009 |
| 2 | 2 nd Cycle | A | 3.20 | 2011 | 07.01.2016 |

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

04.10.2004

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

2015-16

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

- i. AQAR 2010-11 submitted to NAAC on 02.08.2011 (by post)
(Weblink: http://bttc.edu/documents/aqar_of_iqac_-_2010-11-_scanned.pdf)
- ii. AQAR 2011-12 submitted to NAAC on 08.05.2012 (by post)
(Weblink: http://bttc.edu/documents/aqar_of_iqac-_2011-12-_scanned.pdf)
- iii. AQAR 2012-13 submitted to NAAC on 09.05.2013 (by post)
(Weblink: http://bttc.edu/documents/aqar_report_-_2012-13-_09.05.pdf)
- iv. AQAR 2013-14 submitted to NAAC on 15.05.2014 (by email)
(Updated Weblink: <http://bttc.edu/documents/aqar-2013-14.pdf>)
- v. AQAR 2014-15 submitted to NAAC on 14.05.2015 (by email)
(Updated Weblink: <http://bttc.edu/documents/aqar-2014-15.pdf>)
- vi. AQAR 2015-16 submitted to NAAC on 29.04.2016 (by email)
(Weblink: <http://trutechwebs.com/cs/bttc/module/upload/bttc/files/aqar-2015-16.pdf>)

1.10 Institutional Status:

University

State Central Deemed Private

Affiliated College

Yes No

Constituent College

Yes No

Autonomous college of UGC

Yes No

Regulatory Agency approved Institution
(by NCTE)

Yes No

| | | | | | | |
|---------------------|-------------------------------|-------------------------------------|------------------------|-------------------------------------|---------|-------------------------------------|
| Type of Institution | Co-education | <input checked="" type="checkbox"/> | Men | <input type="checkbox"/> | Women | <input type="checkbox"/> |
| | Urban | <input checked="" type="checkbox"/> | Rural | <input type="checkbox"/> | Tribal | <input type="checkbox"/> |
| Financial Status | Grant-in-aid | <input checked="" type="checkbox"/> | UGC 2(f) | <input checked="" type="checkbox"/> | UGC 12B | <input checked="" type="checkbox"/> |
| | Grant-in-aid + Self Financing | <input checked="" type="checkbox"/> | Totally Self-financing | <input type="checkbox"/> | | |

1.11 Type of Faculty/Programme

| | | | | | | | | | |
|------------------|-------------------------------------|-------------|--------------------------|----------------|--------------------------|------------|--------------------------|----------------|--------------------------|
| Arts | <input type="checkbox"/> | Science | <input type="checkbox"/> | Commerce | <input type="checkbox"/> | Law | <input type="checkbox"/> | PEI (Phys Edu) | <input type="checkbox"/> |
| TEI (Edu) | <input checked="" type="checkbox"/> | Engineering | <input type="checkbox"/> | Health Science | <input type="checkbox"/> | Management | <input type="checkbox"/> | | |
| Others (Specify) | <input type="text"/> | | | | | | | | |

1.12 Name of the Affiliating University (*for the Colleges*)

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

| | | | |
|--|----------------------|------------------------------|----------------------|
| Autonomy by State/Central Govt. / University | <input type="text"/> | | |
| University with Potential for Excellence | <input type="text"/> | UGC-CPE | <input type="text"/> |
| DST Star Scheme | <input type="text"/> | UGC-CE | <input type="text"/> |
| UGC-Special Assistance Programme | <input type="text"/> | DST-FIST | <input type="text"/> |
| UGC-Innovative PG programmes | <input type="text"/> | Any other (<i>Specify</i>) | <input type="text"/> |
| UGC-COP Programmes | <input type="text"/> | | |

2. IQAC Composition and Activities

2.1 No. of Teachers (including Principal & Librarian)

2.2 No. of Administrative/Technical staff

2.3 No. of students

2.4 No. of Management representatives

2.5 No. of Alumni

2.6 No. of any other stakeholder and community representatives
(NGO, Medical Practitioner & Parent (PTA) Member Representatives)

2.7 No. of Employers/ Industrialists
(Practice Teaching School & Corporate Representatives)

2.8 No. of other External Experts

2.9 Total No. of members

** Please see the Annexure – (i) for the List of Members in IQAC – 2015-16 on pages 38- 39*

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholders:

| | | |
|--------------------|--|--|
| | Faculty | <input type="text" value="06"/> |
| Non-Teaching Staff | <input type="text" value="02"/> | Students <input type="text" value="06"/> |
| | Alumni <input type="text" value="02"/> | Others <input type="text" value="02"/> |

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

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

| | | | | | | | | | |
|------------|--------------------------------|---------------|-------------------------------|----------|--------------------------------|-------|-------------------------------|-------------------|--------------------------------|
| Total Nos. | <input type="text" value="3"/> | International | <input type="text" value=""/> | National | <input type="text" value="1"/> | State | <input type="text" value=""/> | Institution Level | <input type="text" value="2"/> |
|------------|--------------------------------|---------------|-------------------------------|----------|--------------------------------|-------|-------------------------------|-------------------|--------------------------------|

(ii) Themes

- UGC-Sponsored two-day National Conference on the theme “Beyond Bias and Barriers: Celebrating Gender Equality” on the 8th - 9th September, 2015.
- Seminar cum workshop on the theme “Drama and Art in Education”, for the teacher educators of B.Ed Colleges of Mumbai on 8th February, 2016.
- Panel Discussion on the theme “Building and Nurturing Adolescent Resilience” was held on 23rd February 2016, on the day 1 of the BTTC Week Celebrations.

2.14 Significant Activities and contributions made by IQAC:

- The proceedings of the UGC sponsored National Conference titled “Upholding Human Dignity: Exploring New Paradigms” was published with an ISBN 978-93-82302-31-5 in 2016 by Alfa Publications, New Delhi.
- The proceedings of the UGC sponsored National Conference titled “Enriching Education: Sculpting Humane Professional” was published with an ISBN 978-93-85512-07-0 in 2016 by Alfa Publications, New Delhi.
- The proceedings of the UGC sponsored National Conference titled “Beyond Bias and Barriers: Celebrating Gender Equality” was published with an ISBN 978-93-85876-56-1 in 2016 by APH Publications, New Delhi.
- Organised UGC-Sponsored two-day National Conference on the theme “Beyond Bias and Barriers: Celebrating Gender Equality” on the 8th - 9th September, 2015.
- Organised a self-financed Seminar-cum-Workshop ‘Drama and Art in Education’, for B.Ed teacher educators on 8th February, 2016. Dr Rajeev I Jha & Dr Manisha Tyagi, were also the resource persons.
- Organised Panel Discussion on the theme “Building and Nurturing Adolescent Resilience” was held on 23rd February 2016, on the day 1 of the BTTC Week Celebrations.
- A seminar cum workshop on road safety was organized in collaboration with "Safe Kids Foundation" on 24th November, 2015.
- The college conducts coaching for the B.Ed. CET Entrance Examinations for the wives and women from the Naval fraternity. This activity is conducted by the College Women development Cell in association with Western Naval Command, Mumbai.
- The college has successfully organized Cultural Kaleidoscope, BTTC Week, LENS Series and Students’ Portfolio, which are our best practices.
- The college continued with its best practice of celebrating the ‘Cultural Kaleidoscope’. The cultural kaleidoscope means celebrating different cultures, wherein different States of India are represented by their traditions, food, culture, ideas, beliefs, dress, etc. Every year the B.Ed batch is divided into groups, each group representing one of the zones i.e., the North zone, South Zone, West Zone or East zone. Thus, the presentations of this year were: The Northerners, The Westies Travels, Southerners and SINE (Sindhi & North-East Zone).
- Guest Lectures organised:
 - ✓ Dr. Mary Keeffe, of La Trobe University, Victoria, delivered a lecture on ‘Inclusive Education & Learning Disabilities’, on the 26th November, 2015.
 - ✓ Mr. Sachin Pandey delivered a lecture on ‘Integrating Technology in Teaching’ (Learning Management System) on 27th November, 2015
 - ✓ Dr. Beheruz Narima Sethna delivered a motivating lecture on “An insight on Community Work for the Underprivileged Children at Lonavala” on 11th December 2015. Dr. Sethna was the president of the University of West Georgia and currently is the professor of Business in the University of West Georgia.
 - ✓ Prof Smriti Swaroop, an eminent psycho-educationist, clinical psychologist and a teacher educator, elucidated upon “Inclusive Education” on 3rd February, 2016.
 - ✓ Dr Helen Mitchell, of UK East London University, delivered a lecture on ‘Critical Thinking’, on 9th March 2016.
 - ✓ Dr.Kunjali Bhatija, a practitioner at Bombay Hospital and Apollo Hospital, delivered a lecture for the women students and teachers in the college on the topic ‘Women’s Well-being’, on the 9th March, 2016.
 - ✓ Mrs. Mona Seervai, of Bombay International School and a trainer for the special workshops conducted by the IBO for their Primary Years Programme, visited us on 22nd March, 2016, and shared some wonderful insights on her understanding of what PYP (Primary Years Program) and IB (International Baccalaureate) are.

- ✓ Research topics from 28th to 30th April, 2016 by Dr. Indira Shukla (Quiz on Qualitative Research), Dr. Samuel (Non-Parametric Tests) & Dr. Sybil Thomas (Qualitative Data Analysis) respectively.
- ✓ A lecture on skin protection 'Skinfie' was conducted by Dr. Akriti Mehra.
- ✓ The phonetics workshop was conducted for the DECE by Ms. Venetia Mahboobani.

- Principal Dr. Mintu Sinha is working on major research project funded by UGC titled 'Co-scholastic assessments: A tool kit for developing Multiple Intelligences among Secondary School Students'.
- Refurbishing of some rooms and creation of 2 classrooms were accomplished.

- Two air conditioners on the 9th floor hall, 1 A.C. in the Library and 1 A.C. in the staff room installed.
- Faculty participated in Refresher Courses, Summer School and Short Term Courses of UGC HRDC of Mumbai, Nainital, Lucknow, Punjab and Delhi.
- Faculty participated & presented papers in Conferences / workshops/ seminars.
- Faculty were invited as Resource Persons/Experts in syllabus revision committee of University of Mumbai, Selection Committees, Seminars, etc.
- In semester-1, peer tutoring by dividing the students into two groups according to their performance, (high and low achieving groups) was organised. A Preliminary Examination was also conducted
- In Semester-2, an additional Class Test and a Preliminary Examination were conducted.
- In semester-2, assessment for tasks & assignments for Course-6 was conducted using Rubrics.
- Students were given individualized feedback along with additional inputs by the faculty in the respective mentor groups. Students were assisted in self-appraisal of their written exams.
- Students were encouraged to reflect on their progress through self-prepared Portfolios.
- Use of ICT for:

- ✓ On line Assessment: Content Test in Science & Commerce
- ✓ M-learning: for revision in course-6.

- Shramdaan was performed by our student teachers in the college premises, to clean up the college, as a part of Prime Minister Shri Narendra Modi's call for 'Swachhata Abhiyaan' twice on 25th September 2015 and 10th March 2016.
- D-Space for developing institutional repository has been followed this year too.
- Energy Audit has been conducted by Synergy Systems (as their CSR activity). This exercise is a part of Environmental Audit. The report was submitted to the college on 23.05.2015.
- We have implemented a simple water saving measure by placing bottles filled with sand in the flush tanks to reduce water used in flushing.
- As part of the program with Sanskar India Foundation, the DTED students have conducted lessons in various schools on water pollution, eco-friendly Ganapati idols, say 'No' to fire crackers, etc.
- The students of F.Y.B.Ed went for an educational visit to Karnala on the 21st January, 2016 organized by the 'Trailblazers'.
- A combined Health Check-up and Blood Donation Drive was held on 10th March, 2016. We had 10 blood donors included one teacher and nine students. The blood donation drive was organized in collaboration with Sayvodhya Hospital Samarpan Blood Bank. The health check-up was conducted by Dr. Sameer Trivedi and his team of doctors of Indu Clinic. Dr Trivedi is our IQAC member.
- Organized a campus recruitment event on 11th March, 2016 for the students of Diploma in Teacher Education (S.Y.D.T.Ed) and Diploma in Early Childhood Education (D.E.C.E). The college invited the reputed elite international and local school administrators, principals and supervisors for this purpose. Various schools such as Aditya Birla World Academy, NSS Hill Spring, Bombay International School, NMT Academy and various pre-schools such as Learning Links, Backyard Bears and Serra International pre-school participated. More than 22 institutions participated in this programme and more that 70% student teachers found placement with this endeavour.

- Organized the H. M. Nagrani English Extempore and the Shri Narayandas Hindi Extempore Competition for the students of the B.Ed course on the 18th March, 2016.
- Organized their parents-teachers meet on 30th March, 2016 along with the Cultural Kaleidoscope presentation of the South and the Sindhi-East group.
- Students and teachers participated in the International Coastal clean-up, an initiative by The National Coast Guard, on 19th September, 2015, for clean-up of Girgaum Chowpatty post Ganapati Festival.
- Various B.Ed colleges such as Bombay Teachers Training College, H J College of Education, collaborated, on 9th February, 2016 to take all the aspiring teachers for a movie with educational storyline and characters, namely 'Chalk and Duster'. It is a movie based on the life of teachers. The students and teachers were taken by a surprise when the lead actress of the movie Ms. Juhi Chawla gave a personal visit and interacted with them as a part of the promotion of the movie.
- Principal and the faculty members visited Ahmedabad and Tirora (near Nagpur) and interacted with the teachers of 'Adani Educational Foundations'. The faculty members were invited to further enhance the knowledge and skills of in-service faculty members of AVM School, Ahmedabad and once again on 31st March & 1st April, for teachers of three schools of Adani Foundation.

2.15 Plan of Action by IQAC/Outcome

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

| Plan of Action | Achievements |
|--|--|
| PERSPECTIVE PLAN FOR THREE ACADEMIC YEARS (2013-14 TO 2015-16) | |
| I: Institutional Quality Endeavours: | |
| 1.1 Offering New Programmes: (Academic, Value-added, Skill-oriented, Other Staff development, and Community Extension) | <ul style="list-style-type: none"> • Seven Value added and skill based add-on certificate courses were continued for the B.Ed students. • Application for seeking permission for opening M.Ed. from University of Mumbai (NOC) & subsequently NCTE is in process. HSNC Board has already given their permission for the same. |
| II: Academic (Teaching-Learning-Evaluation) & Research Output: | |
| 2.1. Organizing UGC/other agencies sponsored National Conferences & International Conferences. | <ul style="list-style-type: none"> • Organised UGC-Sponsored two-day National Conference on the theme "Beyond Bias and Barriers: Celebrating Gender Equality" on the 8th - 9th September, 2015. |
| 2.2. Escalating Research endeavours | <ul style="list-style-type: none"> • Principal Dr. Mintu Sinha is working for her major research project funded by UGC titled 'Co-scholastic assessments: A tool kit for developing Multiple Intelligences among Secondary School Students'. • The proceedings of the UGC sponsored National Conference titled "Upholding Human Dignity: Exploring New Paradigms" was published with an ISBN 978-93-82302-31-5 in 2016 by Alfa Publications, New Delhi. • The proceedings of the UGC sponsored National Conference titled "Enriching Education: Sculpting Humane Professional" was published with an ISBN 978-93-85512-07-0 in 2016 by Alfa Publications, New Delhi. • The proceedings of the UGC sponsored National |

| Plan of Action | Achievements |
|--|--|
| PERSPECTIVE PLAN FOR THREE ACADEMIC YEARS (2013-14 TO 2015-16) | |
| | <p>Conference titled “Beyond Bias and Barriers: Celebrating Gender Equality” was published with an ISBN 978-93-85876-56-1 in 2016 by APH Publications, New Delhi.</p> <ul style="list-style-type: none"> • The college procures psychological tests/inventories for its psychology laboratory every year. These are purchased after taking recommendations of all faculty members. These tests/inventories are then put to use through the B.Ed./D.T.Ed./DECE Research Projects by the student teachers under the guidance of the faculty members. • Besides these, the student teachers take other relevant area/topics for research as a part of their project work under the guidance of faculty members. |
| 2.3. Incorporating m-learning. | <ul style="list-style-type: none"> • Use of ICT for: <ul style="list-style-type: none"> ✓ On line Assessment: Content Test in Science & Commerce ✓ M-learning: for revision in course-6 by Mrs. Raju Talreja |
| 2.4. Revision through MCQ’s. | <ul style="list-style-type: none"> • In Course-5: Learning and Teaching, Revision was made through the use of MCQ’s by Dr Rajeev I. Jha. |
| III: Student Mentoring, Support System, Community Service & Extension Work: | |
| 3.1. Strengthening Students’ Portfolio. | <ul style="list-style-type: none"> • Students’ Portfolios are being developed formatively and systematically. This facilitated self-reflection amongst the students. Students displayed their portfolios during Campus Interviews & thereafter in the off campus interviews. The faculty gave guidance & interacted during the formally allotted period in the time table and on other occasions whenever the students needed guidance. • For FYBEd the portfolio development shall continue in the second year also. |
| 3.2. Training student teachers in utilizing Interactive White Board and Language Lab Software. | <ul style="list-style-type: none"> • Training in the use of Interactive White Board (IWB) & Language Lab was provided to the students. This was subsequently used by the students in the schools during their practice teaching lessons. • Conducted add on courses Learning Language Digitally & Integrating Technology in Education (B.Ed.) & Integrating Technology in Early Childhood Education (DECE). |
| 3.3. Providing a student support mechanism for coaching for competitive examinations like TET, NET/SET, etc. | <ul style="list-style-type: none"> • 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 27th April to 6th May 2016. |
| 3.4. Students’ Welfare Measures | <ul style="list-style-type: none"> • Five eligible B.Ed. students were identified & recommended by the faculty for the Priyadarshini |

| Plan of Action | Achievements |
|---|---|
| PERSPECTIVE PLAN FOR THREE ACADEMIC YEARS (2013-14 TO 2015-16) | |
| | <p>Scholarship of Rs 30,000/- (Rs. 6,000/- each). They were identified on basis of the criteria set forth by Priyadarshini Academy (economic & academic).</p> <ul style="list-style-type: none"> • 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. • Two Air conditioners were installed in the 9th floor main lecture hall for the benefit of the students on their request. |
| <p>3.5. Strengthening Placement. Students'</p> | <ul style="list-style-type: none"> • Along with the invitation letter for Placement, the college collected data in advance from the participating institutions enabling the students to locate & select the institutions of their choice. • Organized a campus recruitment event on 11th March, 2016 for the students of Diploma in Teacher Education (D.T.Ed) and Diploma in Early Childhood Education (D.E.C.E). • 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. • Approximately 120 students from both the classes had participated in the event. Out of that, 30% of the students got through the interviews and landed a job in the schools of their choice. • All the ten faculty members work toward preparation of students for job placement. The teachers conduct content enrichment classes right from the beginning of the course. Thereafter the students are exposed to innovative and current methodologies to teach each method effectively. They are also trained to keep pace as per the specific requirements of schools, for instance, G. D. Somani School, Hill Spring School. |
| IV: Governance & Innovation: | |
| <p>4.1. Upgrading the Library as a Learning Resource</p> | <ul style="list-style-type: none"> • D-space is being followed to develop institutional repository on an on-going process. • Previous years' University & College question papers were scanned & kept in soft form for ready reference. • New books procured as per the new courses of the two-year B.Ed. programme. |
| <p>4.2. Continuous up gradation of technology.</p> | <ul style="list-style-type: none"> • IQAC cell has been provided with computer, printer cum scanner, pendrives, hard discs, stationary items, writing boards, etc. the IQAC cell room is refurbished. |
| <p>4.3. Recreating educational spaces.</p> | <ul style="list-style-type: none"> • Two new classrooms were created on 6th and 7th floors. • Some rooms were refurbished. |

| Plan of Action | Achievements |
|--|---|
| PERSPECTIVE PLAN FOR THREE ACADEMIC YEARS (2013-14 TO 2015-16) | |
| 4.4. Identifying strategies to strengthen the connections with alumni (Alumni Association) as well as with parents/guardians (Parent Teacher Association – PTA). | <ul style="list-style-type: none"> • Alumni support was elicited for continuing demonstration lessons, supervisions, & motivation of the present batch. • Two alumni were nominated as IQAC members. • PTA meeting was conducted & potential resource persons as well as a general feedback on the working of the college & the progress of their wards were taken. • A PTA member was also nominated as IQAC member. |

* Attached Academic Calendar of the year as Annexure-(ii) on page 40 - 42.

2.16 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

| Level of the Programme | Number of existing Programmes | Number of programmes added during the year | Number of self-financing programmes | Number of value added / Career Oriented programmes |
|------------------------|---|--|-------------------------------------|--|
| PhD | 1 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 |
| UG | 1 (B.Ed.) | 0 | 0 | 0 |
| PG Diploma | 0 | 0 | 0 | 0 |
| Advanced Diploma | 0 | 0 | 0 | 0 |
| Diploma | 2 (DTEd & DECE) | 0 | 2 (DTEd & DECE) | 0 |
| * Certificate | 7 (Add-on Certificate Courses) | 0 | 7 (Add-on Certificate Courses) | 7 (Add-on Certificate Courses) |
| Others | 1 (Study Centre of M.A. (Edu.) of IDOL, Univ. Of Mumbai) | 0 | 0 | 0 |
| Total | 12 | 0 | 9 (7 +2) | 7 |
| Inter-disciplinary | 0 | 0 | 0 | 0 |
| Innovative | 7 (Add-on Certificate Courses) | 0 | 7 (Add-on Certificate Courses) | 7 (All Add-on Certificate Courses) |

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

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

B.Ed. (CBSGS: Core + Elective)

(ii) Pattern of programmes:

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

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online N.A Manual Co-operating schools (for PEI) N.A

*An analysis of the feedback is attached as Annexure-(iii) on page 43 – 44.

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

Yes. (In B.Ed. by University of Mumbai & DECE by the college)

B.Ed. Syllabus Revision:

In the year 2015-16 the syllabus of Two Years B.Ed. programme was revised by the University of Mumbai as per NCTE guidelines.

The salient aspects of **F.Y.B.Ed** are as follows:

- Credit Based Semester and Grading System (CBSGS) with effect from 2015-16.
- Total 80 credits (Semester I and Semester II are of 20 credits and Semester III and Semester IV are of 22 and 18 credits respectively.)
- **Semester I theory consists of 5 courses having total 14 credits.**

- ✓ Course I - Childhood And Growing Up (4 Credits)
- ✓ Course II - Contemporary India And Education (4 Credits)
- ✓ Course III Section I - Pedagogy Of School - Subject (2 Credits)
- ✓ Course III Section I - Understanding Disciplines And School Subjects (2 Credits)
- ✓ EPC – 1 Reading & Reflecting On Texts (2 Credits)

- **Semester I practicum consists total 6 credits.**

- ✓ Book review, community work and participation in Co-curricular activities in college (2 credits)
- ✓ Contest Test (1 Credit)
- ✓ Class Test & Essay Test (3 Credits)

- **Semester II theory consists of 4 courses having total 14 credits.**

- ✓ Course IV - Knowledge And Curriculum (4 Credits)
- ✓ Course V - Learning And Teaching (4 Credits)
- ✓ Course VI - Assessment For Learning (4 Credits)
- ✓ EPC – 2 Drama And Art In Education (2 Credits)

- **Semester II practicum consists total 6 credits.**

- ✓ School Based Experiences (2 credits)
- ✓ Participation in Co-curricular Activities & Critical Analysis of an Educational Film (1 Credit)
- ✓ Class Test & Essay Test (3 Credits)

| | |
|---|---|
| <p>The salient aspects of S.Y.B.Ed are as follows:</p> | |
| <ul style="list-style-type: none"> • Semester III theory consists of 3 courses having total 6 credits. | |
| | <ul style="list-style-type: none"> ✓ Course VII Section I - Knowledge And Curriculum (2 Credits) ✓ Course VII Section II - Knowledge And Curriculum (2 Credits) ✓ EPC – 3 Critical Understanding Of ICT (2 Credits) |
| <ul style="list-style-type: none"> • Semester III practicum consists total 16 credits. | |
| | <ul style="list-style-type: none"> ✓ School Based Experiences (12 credits) ✓ Report on records maintained in the school, Blue print and administration of test, Reflective Journal on internship activities & Literacy Awareness program in the Community (3 Credit) ✓ Class Test & Essay Test (1 Credit) |
| <ul style="list-style-type: none"> • Semester IV theory consists of 5 courses having total 10 credits. | |
| | <ul style="list-style-type: none"> ✓ Course VIII Section I Educational Management (2 Credits) ✓ Course VIII Section II Creating An Inclusive School (2 Credits) ✓ Course IX Section - I Gender School And Society (2 Credits) ✓ Course IX Section - II Language across the curriculum (2 Credits) ✓ EPC – 4 Understanding The Self (2 Credits) |
| <ul style="list-style-type: none"> • Semester IV practicum consists total 8 credits. | |
| | <ul style="list-style-type: none"> ✓ Co-teaching with peers (3 credits) ✓ Developing learning resources, Anecdotal record/interviewing a school student, Organizing co-curricular activities in school, Reflective Journal on internship activities (2 Credits) ✓ School based Action Research (1 Credit) ✓ Class Test & Essay Test (2 Credits) |
| <p>Note: For 30 marks internal assessment student teacher has to complete 2 Assignments from the Assignments given in the respective courses and for 15 marks Internal assessment student teacher has to complete 1 Assignment from the Assignments given in each section.</p> | |

| |
|--|
| <p>DECE Syllabus Revision:</p> <ul style="list-style-type: none"> • The course is divided in two semesters. • Both the semesters are of 500 marks (each 250 marks). • Theory papers carry 25 marks in each semester each paper. • Theory and practice carries 50% each. • 5 Simulated lessons • 15 practice teaching Lessons (150 marks) • Internship Twice in a year (50 Marks) • Computer Training and projects compulsory & Interactive Board Training • Psychology Experiments 40 marks • Preparation of Instructional material (200 marks) • Minimum 45% qualifying Limit & 40% minimum in each Theory and Practice to pass the course • Art & Craft , Drawing & Painting , Music & Movement , Indoor Games, Puppetry Yoga, Aerobics are main components of this course. |
|--|

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

N. A.

Criterion – II

2. Teaching, Learning and Evaluation

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

2.2 No. of permanent faculty with Ph.D. (06 + 01 Librarian) = 07

| | | | | | | | | | | |
|---|------------------|---|----------------------|---|------------|---|--------|---|-------|---|
| 2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year | Asst. Professors | | Associate Professors | | Professors | | Others | | Total | |
| | R | V | R | V | R | V | R | V | R | V |
| | - | - | - | - | - | - | 0 | - | 0 | - |

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

2.5 Faculty participation in conferences and symposia:

| No. of Faculty | International level | National level | State level |
|------------------|---------------------|----------------|-------------|
| Attended | | 1 | -- |
| Presented papers | 1 | 08 | |
| Resource Persons | -- | 09 | 10 |

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

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

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

180

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

- Online Tests were conducted for Content Tests in Science & Commerce Methods.
- Course wise grades of the students were displayed on the NB for the class tests for bringing about transparency in evaluation.
- Essay tests were conducted for 20 marks instead of 5 marks and class tests were of 70 marks instead of 20 marks so as to provide exposure & training in writing examinations.
- The college conducted preliminary examinations for B.Ed. & D.T.Ed, although it is not prescribed by the university/board.
- Rubrics were used for evaluation by one faculty member.

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

01 Principal + 07 (for B.Ed) + 09 (for D.E.C.E.)

2.10 Average percentage of attendance of students

80%

2.11 Course/Programme wise distribution of pass percentage:

| Title of the Programme | Total no. of students appeared | Division | | | | |
|------------------------|--------------------------------|---------------|---------|----------|--------|--------|
| | | Distinction % | I % | II % | III % | Pass % |
| B.Ed (2014-15) | 94 | 00 | 23(25%) | 63 (68%) | 05(6%) | 99% |
| D.Ed (2014-15) | 23 | 00 (0%) | 6(26%) | 8(35%) | 00(0%) | 61% |
| DECE (2015-16) | 54 | 1(2%) | 25(46%) | 24(45%) | 4(7%) | 100% |

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

- All faculty members of B.Ed. and two of D.T.Ed, along with Librarian are the members of IQAC.
- Monitoring includes collecting comprehensive feedback through questionnaires from student teachers at the end of each semester about their perceptions on quality of all teaching-learning activities.
- The evaluation core committee analyses the same and reports the findings. The IQAC reflects on students' perceptions, employer feedback and member suggestions and determines strategies to implement for the subsequent academic sessions.

2.13 Initiatives undertaken towards faculty development

| <i>Faculty / Staff Development Programmes</i> | <i>Number of faculty benefitted</i> |
|--|-------------------------------------|
| Refresher courses | 03 |
| UGC – Faculty Improvement Programme | 00 |
| HRD programmes | 00 |
| Orientation programmes | 00 |
| Faculty exchange programme | 00 |
| Staff training conducted by the university | 00 |
| Staff training conducted by other institutions | 00 |

| <i>Faculty / Staff Development Programmes</i> | <i>Number of faculty benefitted</i> |
|---|-------------------------------------|
| Staff training conducted by the college* | 09* |
| Summer / Winter schools, Workshops, etc. | 01 |
| Others (Short term courses) | 03 |

***Note (FDP's organised by the college):**

1. Dr. Mary Keefe, of La Trobe University, Victoria, delivered a lecture on 'Inclusive Education & Learning Disabilities', on the 26th November, 2015.
2. Mr. Sachin Pandey delivered a lecture on 'Integrating Technology in Teaching' (Learning Management System) on 27th November, 2015
3. Dr. Beheruz Narima Sethna delivered a motivating lecture on "An insight on Community Work for the Underprivileged Children at Lonavala" on 11th December 2015. Dr. Sethna was the president of the University of West Georgia and currently is the professor of Business in the University of West Georgia.
4. Prof Smriti Swaroop, an eminent psycho-educationist, clinical psychologist and a teacher educator, elucidated upon "Inclusive Education" on 3rd February, 2016.
5. Organised a self-financed Seminar-cum-Workshop 'Drama and Art in Education', for B.Ed teacher educators on 8th February, 2016. Dr Rajeev I Jha & Dr Manisha Tyagi, were also the resource persons.
6. Dr Helen Mitchell, of UK East London University, delivered a lecture on 'Critical Thinking', on 9th March 2016.
7. Dr. Indira Shukla (Quiz on Qualitative Research) on 28th April, 2016.
8. Dr. Samuel (Non-Parametric Tests) on 29th April, 2016.
9. Dr. Sybil Thomas (Qualitative Data Analysis) on 30th April 2016.

2.14 Details of Administrative and Technical staff:

| Category | Number of Permanent Employees | Number of Vacant Positions | Number of permanent positions filled during the Year | Number of positions filled temporarily |
|----------------------|-------------------------------|----------------------------|--|--|
| Administrative Staff | 03 | ----- | 01 | ----- |
| Technical Staff | ----- | ----- | ----- | 01 |
| (Support Staff) | 04 | 02 | 01 | 01 |

Criterion – III

3. Research, Consultancy and Extension

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

- BTTC has well organised research cell. Time to time meetings is conducted to promote and enhance research culture and climate in college.
- In the year 2015-2016, Principal Dr. Mintu Sinha is working on major research project funded by UGC titled 'Co-scholastic assessments: A tool kit for developing Multiple Intelligences among Secondary School Students'.
- In the year 2015-2016 five faculty members have applied grant from UGC and ICSSR for undertaking minor research projects.
- Faculty members have undertaken minor research issues and presented research based papers in various conferences.
- The college procures psychological tests/inventories for its psychology laboratory every year. These are purchased after taking recommendations of all faculty members. These tests/inventories are then put to use through the D.T.Ed./DECE Research Projects by the student teachers under the guidance of the faculty members.
- Besides these, the student teachers take other relevant area/topics for research as a part of their project work under the guidance of faculty members.

3.2 Details regarding major projects:

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

3.3 Details regarding minor projects:

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|--------------------------------------|
| Number | - | - | - | 03 (ICSSR & University of Mumbai) |
| Outlay in Rs. Lakhs | - | - | - | Rs. 82,500/- |

3.4 Details on research publications:

| | International | National | Others |
|--------------------------|---------------|-----------|--------|
| Peer Review Journals | 03 paper | - | - |
| Non-Peer Review Journals | - | - | - |
| e-Journals | - | - | - |
| Conference proceedings | - | 30 papers | - |

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

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

| Nature of the Project | Duration Year | Name of the funding Agency | Total grant sanctioned | Received |
|--|---------------|----------------------------|------------------------|----------|
| Major projects | | UGC (01) | Rs. 3,05,000/- | - |
| Minor Projects | | | | |
| Interdisciplinary Projects | | | | |
| Industry sponsored | | | | |
| Projects sponsored by the University/ College | | | | |
| Students research projects <i>(other than compulsory by the University)</i> | | | | |
| Any other(Specify) | | | | |
| Total | | 01 | Rs. 3,05,000/- | - |

3.7 No. of books published

03

i) With ISBN No.

03

Chapters in Edited Books

30

ii) Without ISBN No.

-

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

UGC-SAP

CAS

DST-FIST

DPE

DBT Scheme/funds

3.9 For colleges:

NIL

Autonomy

CPE

DBT Star Scheme

INSPIRE

CE

Any Other (specify)

3.10 Revenue generated through consultancy

Rs. 26,000/-

3.11 No. of conferences

Organized by the Institution

| Level | Inter-national | National | State | University | College |
|---------------------|----------------|-----------------------------------|-------|------------|-------------|
| Number | - | 01 | - | - | 01 |
| Sponsoring agencies | - | UGC sponsored national conference | - | - | Self-funded |

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

11

3.13 No. of collaborations

International

NIL

National

4

Any other

3.14 No. of linkages created during this year

01

3.15 Total budget for research for current year in lakhs:

From funding agency From Management of University/College

Total

3.16 No. of patents received this year: NIL

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

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

| Total | International | National | State | University | Dist | College |
|-------|---------------|----------|-------|------------|------|---------|
| | | | | | | |

3.18 No. of faculty from the Institution Who are Ph. D. GUIDES?
And students registered under them

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

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

NIL

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: NIL

University level State level
National level International level

3.22 No. of students participated in NCC events: NIL

University level State level
National level International level

3.23 No. of Awards won in NSS: NIL

University level State level
National level International level

3.24 No. of Awards won in NCC: NIL

University level State level
National level International level

3.25 No. of Extension activities organized:

| | | | | | |
|------------------|---------------------------------|---------------|---------------------------------|-----------|---------------------------------|
| University forum | <input type="text" value="01"/> | College forum | <input type="text" value="01"/> | | |
| NCC | <input type="text"/> | NSS | <input type="text"/> | Any other | <input type="text" value="02"/> |

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

1. Under extension activities of Department of Life Long Learning (DLLE) of University of Mumbai, two projects namely Status of Women in Society (SWS) and National Institute of Open Schooling (NIOS) were undertaken. People were made aware about various issues pertaining to environment and social issues. Students visited poor pockets in Mumbai region to make them aware about educational provisions available for them under NIOS, to complete their educational qualification. Culmination of extension activities was a street play on NIOS organized for local community. The College students performed street play in UDAAN Festival 2015-16 of DLLE, University of Mumbai.
2. Community Work was organised by the college during Diwali Holidays (Vacation), wherein the students served the community centres in small groups. Thereafter, they made a presentation in the college of their work and experiences. They also submitted a report to the college. The student groups collaborated with 16 NGO's all over Mumbai such as:
 - ✓ Akanksha Foundation, Mumbai
 - ✓ Human Health Care and Research Foundation, Dadar
 - ✓ Make a Wish Foundation of India, Mumbai
 - ✓ Om Creations Trust, Mumbai
 - ✓ Parivartan Sheel Sa nstha, Kandivli
 - ✓ Salaam Balak Trust, Mumbai
 - ✓ Shraddha Charitable Trust, Mumbai
3. Our student teachers engaged in the Coastal Clean-up Drive of Girgaum Beach of Mumbai, post Ganesh Visarjan Festival, in collaboration with Indian Coastal Guard Mumbai on the eve of International Coastal Clean-up day on 19 September 2015.
4. Shramdaan was performed by our student teachers in the college premises, to clean up the college, as a part of Prime Minister Shri Narendra Modi's call for 'Swachhata Abhiyaan' twice on 25th September 2015 and 10th March 2016.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

| Facilities | Existing | Newly created | Source of Fund | Total |
|--|---|---|----------------|-------|
| Campus area | 2,930.87 Sq.mts | 0 | - | 0 |
| Class rooms | 7 | 0 | - | 7 |
| Laboratories | 7 | 0 | - | 7 |
| Seminar Halls | 2 | 0 | - | 2 |
| No. of important equipment purchased (\geq 1-0 lakh) during the current year. | Computers: 57 Lap Top:02 Photocopier: 02 Eng lang. Lab: 01 Camera: 02 Printer: 03 LCD Projector: 07 Interactive White Boards: 03 Music System TV: 03 PA system: 03 Fridge: 01 Water Coolers: 03 Microwave oven: 01 A.C.: 05 Biometric:01 Fire Extinguishers: | Printer Cum Scanner Computer Portable Projector CCTV | UGC IQAC | 1 |
| Value of the equipment purchased during the year (Rs. in Lakhs) | - | Portable LCD Rs Rs 22500/- Computer , and other accessories for IQAC(Rs159849) CCTV : 1,49536 | UGC | 1 |
| Others | Conference Room Principal's Room Administrative office Rest Rooms on all Store Room Library Research Cell IQAC Staff Rooms LCR and Boys Common Room | Renovation of 5 th , 6 th , 7 th , and 9 th floor (Principal's room, Store Room, Administrative office, Boys Common Room) | | |

4.2 Computerization of administration and library:

| |
|---|
| <p>Computerisation of administration and library is the same as of last year</p> <ul style="list-style-type: none"> • Exam related Marks are electronically kept in MS. Excel. • Administrative Office is using Tally package for Account purpose. • Computerisation of Library: Installed D-Space for developing institutional repository last year and the database is updating on day to day basis. CCTV has facilitated supervision of each room where it has been installed. It also facilitates back up data of the footage for about a month, unless saved in external storage. |
|---|

4.3 Library services:

| | Existing | | Newly added | | Total | |
|---------------------------|----------|-------|------------------|-------|-------|-------|
| | No. | Value | No. | Value | No. | Value |
| Text Books | 15966 | - | 52 | 51000 | 16080 | 51000 |
| Reference Books | | | | | | |
| e-Books | Nil | Nil | 02 | 1000 | 02 | 1000 |
| Print Journals | 14 | - | 0 | 0 | 14 | 14090 |
| e-Journals | 0 | 0 | 5 | 16500 | 01 | 16500 |
| Digital Database (N-List) | 1 | 5750 | Renewed the same | Nil | 01 | 5750 |
| CD & Video | 56 | 5000 | Nil | Nil | 56 | 5000 |
| Others (specify) | Nil | Nil | Nil | Nil | Nil | Nil |

4.4 Technology up gradation (overall)

| | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Departments | Others |
|----------|-----------------|---------------|----------|------------------|------------------|--------|-------------|--------|
| Existing | 56 | 26 | WiFi | - | - | 03 | - | 26 |
| Added | 01 | - | - | - | - | - | - | 01 |
| Total | 57 | 26 | WiFi | - | - | 03 | - | 27 |

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

- The college campus is Wifi enabled. CCTV has facilitated supervision of each room where it has been installed.
- The Students of all the courses know how to use Interactive white boards. Training sessions were held for all the student teachers of all levels. For B.Ed and for D.T.Ed students the add-on course renamed as 'Integrating Technology in Education' was provided this year. For DECE students it was provided as 'Integrating Technology in Early Childhood Education'.
- Information Literacy workshop was conducted by Dr. Priya Pillai, Librarian, for B.Ed students, wherein they were taught how to use open source materials, N-list for teaching and learning

4.6 Amount spent on **maintenance in lakhs** : (in 2015-16)

| | |
|--|--------------------|
| i) ICT | Rs. 75,696/- |
| ii) Campus Infrastructure and facilities | Rs. 2101922/- |
| iii) Equipment | Rs. 23,980/- (UGC) |
| iv) Others (Psychology Laboratory) | Rs. 27,950/- |
| Total : | Rs. 22,29,548/- |

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- **Special emphasis on completing course credits through Academic Support:**
 - ✓ The college takes extra efforts to help all the student teachers to complete all the credits to be achieved to pass the course as well encourages the scholar student teachers to get the good grades by providing timely, objective academic support.
 - ✓ Additional preliminary examination in both the semesters, along with an additional class test in semester-2 was conducted, besides re-tests for students.
 - ✓ For peer tutoring, the students were put into two groups based on their performance in different courses as enrichment group and remedial group.
 - ✓ The faculty members interacted with them on one to one level to help them overcome their obstacles. The students were put in mentoring group and were provided personal and professional counselling by faculty.
 - ✓ Tutorials were conducted in two cycles in both the semester, for strengthening the student's examination skills.
- **Conduction of seminars and workshops and personal contact programmes on Career Guidance:**

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

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

Maintaining good health related programmes are organized by the college to help student teachers to cope with the comprehensive programme schedule. The college organized yoga & aerobics classes for DECE student teachers and other fitness related classes that help student teacher fit and fine. Health Camp and Blood Donation Camp were conducted on Monday, 10th March 2016.
- **Organizing Campus Placement:**
 - ✓ Organized a campus recruitment event on 11th March, 2016 for the students of Diploma in Teacher Education (S.Y.D.T.Ed) and Diploma in Early Childhood Education (D.E.C.E).
 - ✓ The college invited the reputed elite international and local school administrators, principals and supervisors for this purpose. Various schools such as Aditya Birla World Academy, NSS Hill Spring, Bombay International School, NMT Academy and various pre-schools such as Learning Links, Backyard Bears and Serra International pre-school participated.
 - ✓ More than 22 institutions participated in this programme and more than 70% student teachers found placement with this endeavour.
- **Feedback and suggestions from and interaction with student teachers:**

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

5.2 Efforts made by the institution for tracking the progression

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

5.3 (a) Total Number of students

| | | | | |
|-----------|----|--------|-------------------------|-------|
| UG | PG | Ph. D. | Others | Total |
| 50 (B.Ed) | - | - | 76 (D.T.Ed) + 62 (DECE) | = 188 |

(b) No. of students outside the state

02

(c) No. of international students

NIL

| No | % |
|----|----|
| 7 | 4% |

Men

| No | % |
|-----|-----|
| 181 | 96% |

Women

| Course | Last Year (2014-15) | | | | | | | This Year (2015-16) | | | | | | |
|---------|---------------------|----|----|-------|-----|-----------------------|-------|---------------------|----|----|-------|-----|-----------------------|-------|
| | General | SC | ST | DT/NT | OBC | Physically Challenged | Total | General | SC | ST | DT/NT | OBC | Physically Challenged | Total |
| B.Ed. | 88 | 07 | 00 | 03 | 02 | 00 | 100 | 48 | 02 | 00 | 00 | 00 | 00 | 50 |
| D.T.Ed. | 57 | 01 | 00 | 01 | 03 | 00 | 62 | 72 | 02 | 00 | 01 | 01 | 00 | 76 |
| DECE | 66 | 00 | 00 | | 00 | 00 | 66 | 62 | 00 | 00 | 00 | 00 | 00 | 62 |

Demand ratio: 280 (Applicants) : 188 (Admitted) Dropout % = 1.48 %

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

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

No. of students beneficiaries

27

5.5 No. of students qualified in these examinations:

NET 02 SET/SLET 0 GATE CAT
 IAS/IPS etc State PSC UPSC Others 0

Note:

- NET (Education) 2014: Ms. Farzana Khambatta
- NET (Education): 2015: Mrs. Pooja Mangirmalani Mishra

5.6 Details of student counselling and career guidance

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

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

No. of students benefitted

75

5.7 Details of campus placement

| <i>On campus</i> | | | <i>Off Campus</i> |
|---------------------------------|---------------------------------|---------------------------|---------------------------|
| Number of Organizations Visited | Number of Students Participated | Number of Students Placed | Number of Students Placed |
| 22 | 75 | 49 | 10 |

5.8 Details of gender sensitization programmes

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

Under extension activities of Department of Life Long Learning (DLLE) of University of Mumbai, two projects namely Population Education Club (PEC) and National Institute of Open Schooling (NIOS) were undertaken. People were made aware about various issues pertaining to environment and social issues. Students visited poor pockets in Mumbai region to make them aware about educational provisions available for them under NIOS, to complete their educational qualification. Culmination of extension activities was a street play on sexual harassment organized for local community. The College participated in the street play in UDAAN Festival 2015-16 of DLLE, University of Mumbai.

Organised UGC-Sponsored two-day National Conference on the theme “Beyond Bias and Barriers: Celebrating Gender Equality” on the 8th - 9th September, 2015.

Dr.Kunjil Bhatija, a practitioner at Bombay Hospital and Apollo Hospital, delivered a lecture for the women students and teachers in the college on the topic ‘Women’s Well-being’, on the 9th March, 2016.

5.9 Students Activities

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

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

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

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support:

| | Number of students | Amount |
|---|--------------------|---------------|
| Financial support from institution | -- | -- |
| Financial support from government | -- | -- |
| Financial support from other sources (Priyadarshini Academy Scholarships) | 5 | Rs. 30,000.00 |
| Number of students who received International/ National recognitions | -- | -- |

5.11 Student organised / initiatives: NIL

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

- Under extension activities of Department of Life Long Learning (DLLE) of University of Mumbai, two projects namely Population Education Club (PEC) and National Institute of Open Schooling (NIOS) were undertaken. People were made aware about various issues pertaining to environment and social issues. Students visited poor pockets in Mumbai region to make them aware about educational provisions available for them under NIOS, to complete their educational qualification. Culmination of extension activities was a street play on sexual harassment organized for local community. The College participated in the street play in UDAAN Festival 2014-15 of DLLE, University of Mumbai.
- Community Work was organised by the college during Diwali Holidays (Vacation), wherein the students served the community centres in small groups. Thereafter, they made a presentation in the college of their work and experiences. They also submitted a report to the college. On the Annual Day, an award was given to group of students titled 'The Community Work of the Year'. The student groups collaborated with 16 NGO's all over Mumbai such as:

- ✓ Lok Seva Sangam, Sion
- ✓ Om Creations Trust, Mumbai
- ✓ Rotray Club Of Bombay North
- ✓ Rotray Club Of Mulum Hill View
- ✓ Children's Aid Society, Umerkhadi
- ✓ Desire Society Caring for HIV/AIDS Children S V Road Goregaon (W)
- ✓ .Helping Hand Foundation Empowering and Impacting Lives Uttan Bhayander (W)
- ✓ Abundant Life Ministries Chaper Road Bandra
- ✓ Angel Xpress Foundation, Khar (West)
- ✓ Young United Foundation, Colaba Mumbai
- ✓ St. Catherine's Siena: Housing The Destitute Mount Mary Road, Bandra (West)
- ✓ Giants Group of Island City Sir J J Road Mumbai

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

5.13 Major grievances of students (if any) redressed:

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

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

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

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

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

Mission -

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

6.2 Does the Institution has a Management Information System

- In Administrative Process, Tally ERP-9 is used for accounting. It can be viewed through Team Viewer by the Management as and when required.
- Alumni Data Base is maintained in electronic form.
- Details of the college activities & upcoming events are put up on the college website.

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

6.3.1 Curriculum Development

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

6.3.2 Teaching and Learning

Methodologies

- Learning through games such as “kho kho”, sort it out, auction, etc.
- Models of Teaching: CAM & ITM
- Newspaper Happenings
- seminar method,
- Consensus Building Method
- Flipped Classroom
- Blended Learning
- Case study Method
- Concept Mapping Technique
- Documentary Movie
- Self-Learning Material
- Mobile based application
- Supervised Library Study
- KWL (Know, Want to Know & Learn)
- Role – Playing,
- SQ3R,
- Brain Storming,
- Cooperative learning Techniques like Jigsaw method, etc.

6.3.3 Examination and Evaluation

- Tutorials
- Displaying of course wise grade for transparency
- Individual & class feedback of Courses
- Written & Oral feedback
- Previous years’ Question Papers are available in soft copy.

6.3.4 Research and Development

- Ongoing Research : Major Research

| Year | Researcher | Title | Organization | Sanctioned Amount |
|---------|---|--|--|-------------------|
| 2014-15 | Dr.(Mrs.) Mintu Sinha MRP-MAJOR-EDUC-2013-28261 Co P I: Dr. Bhagwan Balani | Co-Scholastic Assessments: A toolkit for developing multiple intelligences among secondary school students | Accepted by UGC in the interface meeting held on 12 th Sept, 2014 at New Delhi. | 3,05000 |

- Publication of papers in peer reviewed Journals by faculty members- Total number of publications- 14

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Use of Interactive White Boards & Language Lab.
- Installed D-Space for developing institutional repository.
- Installed a scanner machine in the library.
- Renovation of Principal's office, college administrative office, conference room, store room and IQAC room, painting of all the rooms and creation of new rooms.
- Air conditioners in lecture hall and staff room
- Energy Audit has been conducted last year.

6.3.6 Human Resource Management

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

6.3.7 Faculty and Staff recruitment

1 faculty in D.TED programme – Sapna Chabaria,
1 Junior clerk- Deepika Das (Class III) and
1 Peon- Rupesh More (Class IV)

6.3.8 Industry Interaction / Collaboration

- The add-on course 'iSmart – Personality Development & Image Enhancement for Teachers' was conducted in collaboration with Pacific Training and Consulting Services.
- Our D.E.C.E. students were exposed to work with special children in various institutions like:
 - ✓ Jai Vakeel Foundation
 - ✓ Ahura Support
 - ✓ A. K. Munshi Yojana
 - ✓ Adapt
 - ✓ The Bombay Institution for Deaf & Mute
 - ✓ Hellen Keller Institute for Deaf & blind
 - ✓ V- Care
 - ✓ Ashadaan

6.3.9 Admission of Students

- Centralized Admission for B.ED & D.TED
- DECE- Interviews/ Essay Test (To assess Communication Skills)
- Ph.D. is through PET scores & Interview.

6.4 Welfare schemes

| | |
|--------------|--|
| Teaching | - |
| Non-teaching | Festival Advance |
| Students | Extension of dates for payment of fees |

for:

6.5 Total corpus fund generated Rs. 8,00,000/-

6.6 Whether annual financial audit has been done

Yes

No

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

| Audit Type | External | | Internal | |
|----------------|----------|-----------------------|----------|--------------------------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | Yes | University of Mumbai | | |
| Administrative | Yes | Joint Director Office | Yes | Singavi Oturkar & Kelkar |

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

For UG Programmes Yes No

For PG Programmes Yes No

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

- Extra Class test and Preliminary examinations for written practice
- Extra Essays for preparing students for exams
- On line Assessment of Content Test in Science & Commerce methods.

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

N.A.

6.11 Activities and support from the Alumni Association

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

6.12 Activities and support from the Parent – Teacher Association

Expertise of parents shared belonging to professional field

6.13 Development programmes for support staff

- Computer Training
- Spoken English
- Yoga

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

- Energy Audit has been conducted by Synergy Systems (as CSR activity).
- Use of CFL Bulbs and use of Paper bags,
- Planting Potted Plants and Felicitating guests with plants
- Displaying instructions for saving electricity

Criterion – VII

7. Innovations and Best Practices

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

- College went in for academic audit on 20.10.2015 conducted by the University of Mumbai. The various observations and recommendations made by the peer team are being considered by the IQAC. This has led to improved measures adopted in achieving our perspective plan.
- Organised a one-day self-financed Seminar cum Workshop ‘Drama and Art in Education’, for teacher educators of B.Ed. colleges across Mumbai on 8th February, 2016. As this is a new course in two-year B.Ed program, the teacher educators were finding it difficult to transact it. Our two faculty members Dr Rajeev I Jha and Dr Manisha Tyagi, along with our alumna Ms. Azmin Zubin Vania and Dr Radha Kumar (Associate Professor, St. Xavier’s College, Mumbai) demystified the intricacies and facilitated their understanding through a practical approach.
- The proceedings of three UGC sponsored National Conferences organised by the college were published as three edited books with an ISBN.
 - Various B.Ed colleges such as Bombay Teachers Training College, H J College of Education, collaborated, on 9th February, 2016 to take all the aspiring teachers for a movie with educational storyline and characters, namely ‘Chalk and Duster’. It is a movie based on the life of teachers. The students and teachers were taken by a surprise when the lead actress of the movie Ms. Juhi Chawla gave a personal visit and interacted with them as a part of the promotion of the movie.
 - Principal and the faculty members visited Ahmedabad and Tirora (near Nagpur) and interacted with the teachers of ‘Adani Educational Foundations’. The faculty members were invited to further enhance the knowledge and skills of in-service faculty members of AVM School, Ahmedabad and once again on 31st March & 1st April, for teachers of three schools of Adani Foundation.
- Reflective thinking skills were strengthened through the curriculum in the form of courses viz. Reading and Reflecting on texts and Drama and Art in Education. Students also reflected on the practicum aspect of observation of school teachers, etc.
- Innovative Teaching-Learning Methodologies such as:
 - ✓ Flipped- Classroom (learning material prepared by teacher educators was provided in advance to the student teachers and thereafter the discussion through co-operative learning strategy / SQ3R was conducted in the class.)
 - ✓ Blended Learning (blending achieved through personal instructions given by the teacher followed by sessions on the computer, or through on-line newspaper reading followed by reflective discussions in the class)
 - ✓ Learning through Games (e.g. Auction, sort it out, etc.)
- Use of ICT for:
 - ✓ On line Assessment: Content Test in Science & Commerce
 - ✓ Mobile learning: for revision in one course
- Shramdaan was performed by our student teachers in the college premises, to clean up the college, as a part of Prime Minister Shri Narendra Modi’s call for ‘Swachhata Abhiyaan’ twice on 25th September 2015 and 10th March 2016.
- The institutional repository D-Space was further developed.
- In semester-1, peer tutoring by dividing the students into two groups according to their performance, (high and low achieving groups) was organised.
- In semester-2, Course-6 assessment for tasks & assignments was conducted using Rubrics.
- We have implemented a simple water saving measure by placing bottles filled with sand in the flush tanks to reduce water used in flushing.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

| Plan of Action as per minutes of meeting | Action Taken |
|---|---|
| <p>1. The HSNC Board Member, Ms Maya Shahani, suggested that her collaborations with Confederation of Indian Industries (CII) could be well tapped by BTTC, which can further help us in linkages with other foreign universities and organizations. She apprised us about the Free Cancer Detection Check-ups that her institution (Thadomal Shahani Trust) is organizing and advised BTTC to follow it. She also explained about the 'Ganga Project' that attempts to create awareness about water-related issues. The project aims to impact and bring together 15 million students together from around the world and BTTC can be one among them. Ms Maya Shahani informed us about the collaboration of HSNC Board with the University of Pennsylvania, USA. She also advised us to upload the details of IQAC on the college website.</p> | <ul style="list-style-type: none"> • The details of the IQAC members along with the AQAR of last five years are uploaded on the college website as per the guidelines of NAAC. • The college has received the copies of the following MoUs from the HSNC Board: <ol style="list-style-type: none"> a. MoU between University of East London & HSNC Board & b. Letter of Intent for Higher Education Academic Partnership between HSNC Board & the Commonwealth of Pennsylvania's Institutions of Higher Education. • The college is exploring the avenues provided by these MoU's for collaborations. |
| <p>2. The Corporate Representative, Ms Swati Popat Vats, gave four important suggestions. There is a gap between school boards and B.Ed. curriculum which can be bridged by including educational philosophies of John Dewey and Vygotsky. She emphasized on integrating the practical aspects of these philosophies with the lesson plan. She also suggested encouraging Brain-based Research to be included in the class as well as lessons. She also recommended conducting sessions on 'How to handle inappropriate and embarrassing situations in the classroom'. Her fourth non-academic idea to be incorporated in the classroom was to have session on 'Teacher-student boundaries and bridges' as teachers are lacking in these skills. She offered herself to conduct these sessions. She advised that CSR of the corporate houses should be tapped to seek financial support. She offered her institutions for conducting internship and other activities, as and when required. She also offered to give her expert inputs pertaining to lesson planning (The Chairperson deputed MRL and LM to coordinate with her).</p> | <ul style="list-style-type: none"> • The educational philosophies of John Dewey and Vygotsky are taught in B.Ed. Course 4 & 5 respectively. • The B.Ed. students have prepared lesson plans on Dewey's ideas on Project based learning in Science and on Vygotsky's Constructivist approach such as 5 E's, 7 E's. • We have conducted interactive session during the morning musings on 'how to handle inappropriate and embarrassing situations in the classroom' along with indiscipline. |
| <p>3. The various Practice Teaching Institution Representatives, Ms. Deepika Bhatia, Vice Principal, HR College, Mrs. Vipanot Sehadeva, Principal, Army Public School and Mr. Peter D'Costa, Principal, VBM School suggested observation of lessons in schools prior to practice teaching. The External Expert Representative, Dr. Indu Garg endorsed this and suggested that even the teacher educators can observe lessons by</p> | <ul style="list-style-type: none"> • The observation of lessons in schools prior to practice teaching has been incorporated as prescribed in the two-year B.Ed. program in the practicum of Semester-2. • The teacher educators observed lessons by regular teachers in schools and updated themselves with the teaching methodologies followed in schools and junior colleges. |

| Plan of Action as per minutes of meeting | Action Taken |
|--|---|
| regular teachers in schools and update themselves with the new teaching methodologies followed in schools and junior colleges. She suggested conducting Short term summer training programmes beyond the curriculum. Principals of APS and VBM schools agreed to allow our student teachers to conduct remedial teaching. (The Chairperson deputed LM and NV to coordinate with them). | <ul style="list-style-type: none"> The remedial teaching program has not been conducted in this year. |
| 4. The Alumni Representative, Ms. Alaviya Shaikh, suggested that inquiry skill may be introduced as a new skill in Micro-teaching. She also advised against the rigid lesson planning and to allow flexibility. Instead of planning one day in advance, student teachers should plan their lessons beforehand and so considerable research should go into each lesson. Reflection on the lesson taken by the student teacher should be made a part of the lesson plan. | <ul style="list-style-type: none"> We have implemented the constructivist approach to lesson planning and inquiry-based methods and models of teaching such as problem-based learning, social inquiry method, Synectics, ITM, CAM, etc. We provided an add-on course on 'Models of Teaching' for B.Ed. students. Reflection is included in the tasks and assignments for various courses in B.Ed. |
| 5. Ms. Roxan Driver, Ms Kiran Madan and Ms. Swati Popat emphasized the importance of communication skills for teachers. Classes should be arranged on daily basis for developing effective communication skills and it should be made part of internal assessment. | <ul style="list-style-type: none"> The college conducts an add-on course on 'Learning Language Digitally' to help the students develop effective communication skills. As a part of their internal assessment, the students are guided on their communication skills during their performances in the co-curricular activities, morning musing presentations, Cultural Kaleidoscope presentations, small group work, co-operative learning, seminar presentations, etc. |
| 6. The Corporate Representative, Ms Aradhana Somani, was very supportive and established that Somani schools will help BTTC in various aspects related to practice teaching. She promised to allow eligible students to take internship in these schools. She consented to extend her support in training teachers for International schools. | <ul style="list-style-type: none"> The G. D. Somani School cooperated with the college by allowing the students teachers and teacher educators to observe the lessons of the school teachers and also by providing the sports ground. A group of our students from B.Ed. and DECE have given their lessons and completed their internship in G. D. Somani School. The college plans to offer 'Pathways to Global Teaching', a course in training teachers for International schools in the Semester-3. |
| 7. The External Expert Representative, Dr. Sagarika Damle, shared about the Water Audit Project that they conducted in K C College and offered her expertise for the same. The water audit paved way for Environmental Audit this year. Along with Ms Deepika Bhatia, she accepted Dr. Rajeev Jha's proposal for conducting collaborative multi-disciplinary faculty research projects. Dr. Indu Garg offered to give consultancy services for | <ul style="list-style-type: none"> The Energy Audit of the college was conducted by Synergy Systems, Mumbai in May, 2015. We have implemented the idea put forth by Dr. Sagarika Damle of putting bottles filled with sand in the flush tanks to reduce water used in flushing. Dr. Indu Garg provides her expertise to the staff whenever she is approached with a |

| Plan of Action as per minutes of meeting | Action Taken |
|---|---|
| research methodology. | request. |
| 8. Our current batch students, Mr. Ravi Dhingreja and Ms Neha Bhavnani suggested that practice teaching schools should be shuffled, i.e. each student teacher should be exposed to a few schools during the course of practice teaching. Post graduate student teachers should be given exposure to teach in XI and XII grades. | <ul style="list-style-type: none"> • The students were shuffled during the school based experiences. • The students with PG degree have been given opportunity to teach the XI and XII grades. |
| 9. The NGO Representative, Ms Kiran Madan, elaborated on the on-going project with DTEd based on Environmental Awareness. She expressed her willingness to continue with the project. A MoU has already been signed towards this. | <ul style="list-style-type: none"> • As part of the program with Sanskar India Foundation, the DTEd students have conducted lessons in various schools on water pollution, eco-friendly Ganapati idols, say 'No' to fire crackers etc. |
| 10. The Medical Practitioner Representative, Dr Sameer Trivedi, gave his consent to be the 'Doctor on Call' for BTTC. He confirmed his programme on health checkup on 5 th January 2015. | <ul style="list-style-type: none"> • A combined Health Checkup and Blood Donation Drive was held twice on <ul style="list-style-type: none"> a. 5th January 2015. 38 blood donors included many students and few teacher educators. b. 10th March, 2016. 10 blood donors included one teacher and nine students. • The health check-ups were conducted by Dr. Sameer Trivedi and his team. |

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

- | |
|---|
| <ul style="list-style-type: none"> i. Cultural Kaleidoscope ii. The LENS Series |
|---|

***The details are attached in Annexure-(iv) on pages 45 – 48.**

7.4 Contribution to environmental awareness / protection

- | |
|--|
| <ul style="list-style-type: none"> • Students and teachers participated in the International Coastal clean-up, an initiative by The National Coast Guard, on 19th September, 2015, for clean-up of Girgaum Chowpatty post Ganapati Festival. • To endorse environmental sensitization among school children, 'Save Water, Save Earth' was chosen as the theme for the drawing and poster making competitions during the BTTC Week Celebrations. Prize winning entries were displayed at strategic location in the premises and also printed in the college magazine. • BTTC has incorporated many energy conservation practices in the daily routine of the college viz.: <ul style="list-style-type: none"> ✓ Use of low energy lighting like CFL lights instead of bulbs. ✓ Lights and fans are turned off when rooms are unoccupied. ✓ AC's are used for a limited period, i.e. during two summer months. • The college has maintained a green campus by placing potted plants at many places. • The college has an existing MOU with Sanskar India Foundation for Training & Delivery of Environmental Education Programme. DTEd students attend mock sessions and then go to various schools across Mumbai to deliver a training programme related to environmental issues like water pollution, eco-friendly Ganesha activities, 'Say No to Fire Crackers', etc. • Like every year, this year 47 B.Ed. students attended the Environmental Education Seminar cum Workshop organized by Trailblazers in collaboration with DOW Chemicals Pvt. Ltd on 21st January, 2016. The students shared their learning experiences with the school students. They uploaded these experiences in form of video clippings on You Tube as well. • The college also conducts Swachhhta Abhiyan as per the vision of the government and conducts cleanliness drive twice a year. |
|--|

7.5 Whether environmental audit was conducted? Yes No

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

| | |
|--------------------------------------|---|
| Strengths of the college | <ul style="list-style-type: none"> • Accredited and Re-accredited ‘A’ Grade by NAAC, Academic Audit, Energy Audit and other inspections completed successfully • Prime location, good infrastructural and ICT facilities, well-equipped library and optimum utilization of space and resources • Supportive management, dynamic Principal and enthusiastic faculty • Good Placement record • Seven Value-added & Skill oriented Add-on Certificate Courses • Use of innovative and inter-disciplinary pedagogic strategies |
| Weaknesses of the college | <ul style="list-style-type: none"> • Space constraints • Lack of a post-graduate teacher education program • National / international collaboration with universities and other educational institutions and link-ups with international institutions |
| Opportunities for the college | <ul style="list-style-type: none"> • Addition of new programmes e.g. M.Ed., part-time B.Ed., and teacher training programmes for International schools • Starting short term courses for professional development of teachers, aspiring principals, supervisors and coordinators of schools. • Collaboration with other organizations (non-formal agencies, NGO’s, etc.) for conducting research, training and extension programmes. • Initiating exchange programmes with colleges of foreign universities for global exposure |
| Challenges for the college | <ul style="list-style-type: none"> • Increased involvement of the well-placed Alumni in the growth and development of Alumni Association’s endeavours • Implementing differentiated instructions to meet the needs of the students educated in schools with vernacular medium • Technical skills for initiating on-line teacher education programmes • Procuring print journals and e-journals, research data base packages, statistical data analysis package (e.g. SPSS), qualitative research data analysis soft wares and soft wares to check plagiarism. |

8. Plans of institution for next year

PERSPECTIVE PLAN FOR THREE ACADEMIC YEARS
(2013-14 TO 2015-16) (to be continued till 2016)
(to be revised immediately after receiving the
NAAC Peer Team Report for the 3rd Cycle of Re-Accreditation)

I: Institutional Quality Endeavours:

- 1.1 Offering New Programmes: (Academic, Value-added, Skill-oriented, Other Staff development, and Community Extension)
- 1.2 Strengthening & diversifying Faculty Development Programmes (FDP)
- 1.3 Strengthening linkages with National, International Institutions & NGO's
- 1.4 Fortifying the professional development of teacher educators through faculty exchange and networking.

II: Academic (Teaching-Learning-Evaluation) & Research Output:

- 2.1. Organizing UGC/other agencies sponsored National Conferences & International Conferences.
- 2.2. Escalating Research endeavours
- 2.3. Incorporating m-learning.
- 2.4. Revision through MCQ's.
- 2.5. Evaluation through Digital form.

III: Student Mentoring, Support System, Community Service & Extension Work:

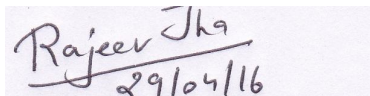
- 3.1. Strengthening Students' Portfolio.
- 3.2. Training student teachers in utilizing Interactive White Board and Language Lab Software.
- 3.3. Providing a student support mechanism for coaching for competitive examinations like TET, NET/SET, etc.
- 3.4. Strengthening Students' Welfare Measures.
- 3.5. Strengthening Students' Placement.
- 3.6. Remedial Teaching Programme for school children weak in academics.

IV: Governance & Innovation:

- 4.1. Upgrading the Library as a Learning Resource
- 4.2. Continuous up gradation of technology.
- 4.3. Recreating educational spaces.
- 4.4. Identifying strategies to strengthen the connections with alumni (Alumni Association) as well as with parents/guardians (Parent Teacher Association – PTA).

Date: 29.04.2016

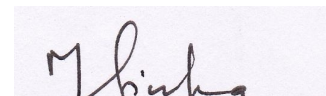
Name: Dr. Rajeev I. Jha



Rajeev Jha
29/04/16

***Signature of the Coordinator,
IQAC***

Name: Dr. Mintu Sinha



M. Sinha

***Signature of the Chairperson,
IQAC
PRINCIPAL
Bombay Teachers' Training College
Mumbai - 400 039***

AQAR – 2015-16: ANNEXURE – (i)

List of Members in IQAC – 2015-16

| Stakeholder | Membership | Name & Designation |
|--|------------------------------|--|
| Internal Members (17) | | |
| 1. Principal | Chairperson | Dr. Mintu Sinha |
| 2. Sr. Faculty | Coordinator | Dr. Rajeev I. Jha |
| 3. to 13. Faculty Representatives (11) | Members (B.Ed.) | Mrs. M. R. Lath |
| | | Dr. M. Kochar |
| | | Dr. M. A. Ansari |
| | | Dr. B. R. Balani |
| | | Dr. M. Tyagi |
| | | Dr. L. J. Mansuri |
| | | Mrs. R. Sinha |
| | | Mrs. N. Verma |
| | Members (D.T.Ed.) | Mr. N. Menghrajani |
| | | Ms. Sapna Chhabria |
| 14. Librarian | Member | Dr. P. Pillai |
| 15. Head of Administrative Staff | Member | Mr. A. B. Joshi |
| 16. & 17. Student Representatives (2) (Any ex-officio Students’ Council members of the current batch) | Members | Ms. Payal Gupta (B.Ed.) (General Secretary) |
| | | Ms. Samina Agwan (B.Ed.) (Social Secretary) |
| External Members (13) | | |
| 18. Management Representative | Member | Mrs. Maya Shahani, Board Member, HSNCB |
| 19. Alumni Representative-1 | Member | Mr. Sarosh Baria Assistant Teacher, Arya Vidya Mandir |
| 20. Alumni Representative-2 | Member | Mr. Ravi Dingreja Teacher, HVB Global Academy |
| 21. NGO Representative | Member | Dr. Kiran Madan, Director, Sanskar India Foundation |
| 22. Medical Practitioner Representative | Member | Dr. Sameer Trivedi, Medical Practitioner, Indu Clinic |
| 23. Parent Representative (Any one PTA Member of the current batch) | Member | Mr. Ramesh Chhabria (Husband of B.Ed. Student Mrs. Prerna Chhabria) |

| Stakeholder | Membership | Name & Designation |
|---|-------------------|--|
| 24. Practice Teaching Institution Representative-1 | Member | Mrs. Mallika Subrahmanyam Principal, Navy Children School |
| 25. Practice Teaching Institution Representative-2 | Member | Mr. Peter D'Costa Principal, V. B. M. School, Grant Road. Mumbai |
| 26. Practice Teaching Institution Representative-3 | Member | Ms. Deepika Bhatia Vice Principal (Jr. College) H.R. College of Commerce & Economics |
| 27. Corporate Representative-1 | Member | Mrs. Swati Popat President. Podar Education Network |
| 28. Corporate Representative-2 | Member | Mrs. Aradhana Somani Director, B.D. Somani International School |
| 29. External Expert Representative-1 | Member | Dr. Indu Garg, Associate Professor, Department of Education, University of Mumbai |
| 30. External Expert Representative-2 | Member | Dr. Sagarika Damle, HOD & Associate Professor, Department of Life Sciences, K. C. College |

Date: 22.04.2016

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

Dr. (Mrs.) Mintu
Principal

AQAR – 2015-16: ANNEXURE – (ii)

ACADEMIC CALENDAR – 2015-16

F.Y.B.ED. BATCH 2015-2016

July

Third / Fourth Week

- Faculty participation in the revised two-year B.Ed. programme syllabus meetings as members and Resource persons
- LOI submitted to NAAC for 3rd Cycle of Re-accreditation

August

First /Second Week

- Preparation for National Conference
- Criteria wise discussions for RAR NAAC Preparation
- Setting Agenda for the academic year

Third / Fourth Week

- Independence Day Celebrations
- Preparation for the new syllabus
- Criteria wise discussions for RAR NAAC Preparation

September

First /Second Week

- UGC Sponsored National Conference
- Teachers Day Celebration
- Content Enrichment with Minority Students

Third / Fourth Week

- Orientation to Two Year B.Ed. Course
- Clean Up Drive at Marine Lines
- Extension Work Activities
- Essay Examinations

October

First /Second Week

- Community Work
- Lectures
- Extension Work Activities of DLLE
- Gandhi Jayanti” Celebration

Third / Fourth Week

- Student Council Formation
- Lectures
- CCRT Presentation (North India)
- “Diwali” Celebration & Diwali Break
- Community Work

November

First /Second Week

- Lectures & Essay Examination
- Extension Work Activities of DLLE
- Tutorials & Remedial Teaching

Third / Fourth Week

- Book Review Presentations
- Enrichment and Remedial Teaching

- Extension Work Activities
- CCRT Presentation (West Zone)
- Supervised Library Studies

December

First /Second Week

- Lectures
- Supervised Library Studies
- Tutorials
- Class Test
- Add on Course (Computer Training)
- PTA Meeting

Third / Fourth Week

- Annual Sports Day
- Enrichment Programme & Remedial Teaching
- Add on Courses (LLD, IWB, CC)
- Christmas Celebrations” and Winter Break

January

First /Second Week

- Study Leave
- Semester-I University Examination
- Orientation to Semester II
- Lectures
- Extension Work
- CCRT Presentation (West Zone)
- Picnic at Panoramic Resort
- Educational Visit (Multiply the Message)

Third / Fourth Week

- Lectures
- Extension Work
- Republic Day Celebrations
- School Based Experiences
- Visit Organized by Trailblazers
- Convocation Ceremony for B.ED. (2014-15)

February

First /Second Week

- Lectures
- School Based Experiences
- Guest Seminar on Inclusive Education
- Extension Work Activities of DLLE (UDDAN Street Play)
- Educational Film Chalk & Duster
- Visit to Kala Ghoda Art Festival
- Workshop for Teacher Educators on Drama & Art in Education

Third / Fourth Week

- Lectures
- Educational Visit and Picnic
- Alumni Meet
- BTTC Week Celebrations

March

First /Second Week

- Lectures
- Guest Seminar on Women’s Health Issues
- Guest Lecture on Critical Thinking

- Blood Donation Camp and Health Check Up
- Cleanliness Drive
- Oath Taking Ceremony for Swatchh Bharat

Third / Fourth Week

- Lectures
- Mentoring
- Intra-class English and Hindi Extempore Competitions
- Guest Lecture
- Tutorials
- Holi Celebration by Student Council
- PTA
- CCRT Presentations (North East, South and Sindhi)
- Class Photograph
- Revision Lectures

April

First /Second Week

- Study Leave
- Class Test
- Feedback & Revision Lectures
- Mentoring
- Annual Day Practice

Third / Fourth Week

- Study Leave
- Revision
- Add on Courses (Integrating Technology in Education)
- Preliminary Examination
- Annual Day Preparations

May

First/Second Week

- Annual Day Celebrations & Prize Distribution
- Study Leave
- Summer Vacation

Third/Fourth Week

- University examination (Semester II)
- CAP Work at University of Mumbai

**Dr.(Mrs) Mintu Sinha
Principal**

AQAR – 2015-16: ANNEXURE – (iii)

A REPORT ON ANALYSIS OF FEEDBACK FROM VARIOUS STAKEHOLDERS

ALUMNI

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

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

The chief impressions by the alumni are enlisted as below:

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

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

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

PARENTS

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

- ✓ Almost all parents, who visited the college and attended the PTA meetings, were of the opinion that teachers work hard and provide satisfactory professional training to their wards.
- ✓ Parents sincerely thanked the teachers for providing opportunities to the student teachers to conduct cultural programmes.
- ✓ They expressed that they are satisfied the way their wards are trained at BTTC.
- ✓ They opined that their wards have become more focused, responsible after they have joined BTTC.

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

EMPLOYERS

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

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

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

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

STUDENTS

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

- ✓ Syllabus completion was rated with the highest category of range (i.e. 85% to 100%).
- ✓ Library material and facilities are adequate.
- ✓ Almost half students were of the view that teachers were preparing thoroughly for their classes, rest of them were of the view that they were satisfied with the preparation done by their teachers for classes.
- ✓ Teachers were always effective in their communication & encouraged student to participate in class.
- ✓ Teachers encouraged them to raise questions while teaching in class & helped them by advising them in their studies.
- ✓ Teachers approach towards students was courteous.
- ✓ Internal assessment done by the teachers was always fair, that them to improve their course grades.
- ✓ Teachers discussed the assignments fully with them, and rest of half students were of the opinion that teachers discussed the assignments partly with them.

AQAR – 2015-16: ANNEXURE – (iv)

Best Practice: (i) - Cultural Kaleidoscope

**1. Title of the practice: “CULTURAL KALEIDOSCOPE” –
(CCRT Kit based Regional Cultural Presentation)**

2. The context that required initiation of the practice:

Education to be effective and result-oriented has to be culture based. It must take into account the cognitive, emotional and spiritual needs of the student. It is vital for an individual to excel not only intellectually, but also socially, physically, and emotionally. This can only be achieved by linking education with culture, which is the focus of this best practice.

One of our faculty members, Dr. Rajeev I. Jha, has undergone a 17-day ‘Orientation Programme for Teacher Educators’ in Cultural Education at Udaipur in 2005, organized by the Centre for Cultural Resources and Training (CCRT), New Delhi, an organization under the aegis of Ministry of Culture, Government of India. In December 2009, Dr. Rajeev I. Jha attended a 4-day follow-up Refresher Course on “An Integrated Approach to Education” at Hyderabad, organized by CCRT.

Following the initial training programme in 2005, the institution had been gifted a Cultural Kit by the CCRT. We wished to put the kit and the training received to good use. As a result, we were heavily inspired to initiate a Cultural Education Programme in the college.

The practice was initiated in this context from 2005 - 2006.

3. Objectives of the practice:

- To create an awareness about the Conservation of the Natural and Cultural Heritage of India.
- To develop an appreciation of the Philosophy, Aesthetics and Beauty inherent in Indian Art, Architecture and Culture.
- To equip student teachers with skills in formulating Methodologies for incorporating Cultural Components in the Curriculum.
- To reorient the process of teacher education.

4. The practice:

In order to achieve the above-mentioned objectives, the institution has designed a Model of Cultural Education. An orientation seminar is conducted by Dr. Rajeev I. Jha about the importance of Cultural Education and the components of CCRT gifted Cultural Kit. They are familiarized with various activities that can be presented like dance, music, narrative art forms, drama, puppetry, etc. The students are then divided into four or five groups and one cultural region is allotted to each group. The students then prepare a cultural presentation on the particular region of India, based on their own research and with the help of the items in the CCRT Cultural Kit. Thus, this process of preparing for the presentation or observing the presentation of other groups is a learning experience for them.

Based on the initial feedback that we got from the student teachers, this practice was modified a bit. It was decided that instead of having the presentations in the college, we could have the presentations in the practice-teaching schools with school children as the audience. Hence, now the different school groups present a “Cultural Kaleidoscope” as part of their internship activities. This has proved very successful and many of the schools appreciated the student teachers’ efforts. The students also gain invaluable experience in the schools.

The institute appreciates the performances of student teachers at the Annual Function by giving an award of ‘Best Performance in Cultural Activities’ in recognition of the outstanding work done by him/her during the academic year.

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

It was difficult to monitor the use of the CCRT Cultural Kit by the batch of 100 B.Ed. student teachers. The student teachers go to 9 or 10 practice-teaching schools and it was not possible for all of them to use the whole kit at the same time. Hence, the kit was divided for

optimum sharing and utilization. The Cultural Secretary of the Students' Council and the School Group Leaders look after the allocation, rotation and maintenance of the Kit components. A record is also maintained for the same.

6. Impact of the practice:

The practice has developed an understanding and appreciation of the philosophy, aesthetics and beauty inherent in Indian Art and Culture among the student teachers, school children and even the faculty members.

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 constructivist 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. For example, Indian Architecture has been correlated with Geometry lessons and regional culture has been integrated with Geography lessons.

Many of the substitution lessons taken by students in the schools are lessons about cultural education. Each school group always has in their possession some component of the CCRT Kit and these have proved very popular with the classes that the student teachers engage.

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

7. Resources required:

CCRT Cultural Kit is essential (19 Picture Packages, 9 Audio Cassettes, Audio Player, 2 VHS Video Cassettes, 868 Slides, Slide Projector, Booklets on Songs in National Languages and Symbols); other aids such as computer, LCD Projector, Internet, Sound System, Television, DVD player etc would enhance the presentation.

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

Best Practice: (ii) - The LENS Series

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

2. The context that required initiation of the Practice:

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

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

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

3. Objectives of the Practice:

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

4. The Practice:

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

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

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

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

6. Impact of the Practice:

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

The theoretical aspect of the B.Ed. curriculum has often come under criticism by student teachers and other stakeholders. Feedback received from the schools reveals that there is a general perception that fresher teachers are ill-equipped to operate in changing school environments. The B.Ed.

curriculum is often perceived as not relevant and out of tune with changing trends. The LENS series has made it possible to harness the amazing power of popular culture, mass media and ICT for educational purposes.

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

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

7. Resources required:

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

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