



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		B.C.M. COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. MONIKA DUA	
• Designation	PRINCIPAL	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	01612223252	
• Mobile No:	9815408765	
• Registered e-mail ID (Principal)	monikasethi840@gmail.com	
• Alternate Email ID	bcmcollegeedu@gmail.com	
• Address	SECTOR -32 A, URBAN ESTATE, CHANDIGARH ROAD	
• City/Town	LUDHIANA	
• State/UT	PUNJAB	
• Pin Code	141010	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	Self-financing				
• Name of the Affiliating University	PANJAB UNIVERSITY, CHANDIGARH				
• Name of the IQAC Co-ordinator/Director	Dr. MANMINDER KAUR				
• Phone No.	9914043721				
• Alternate phone No.(IQAC)	0161- 2223252				
• Mobile (IQAC)	9914043721				
• IQAC e-mail address	iqacbcm@gmail.com				
• Alternate e-mail address (IQAC)	ME.MANMINDER@GMAIL.COM				
3.Website address	WWW.BCMINSTITUTES.ORG				
• Web-link of the AQAR: (Previous Academic Year)	http://www.bcminstitutes.org/documents/naac/AQAR-2015-16.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.bcminstitutes.org/documents/naac/ACADEMICCALENDAR-20-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.10	2009	29/01/2009	29/01/2014
6.Date of Establishment of IQAC			01/01/2022		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	10	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Various Online Co-Curricular Activities, NSS Initiatives, Celebrations of important days.		
Organized Webinar on NEP-2020 on Oct.30,2020.		
Internal Academic Audit from Sep.5-24, 2020.		
UGC/JRF, CTET, PTET Coaching		
Faculty Development Program		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		
Plan of Action	Achievements/Outcomes	
Internal Academic Audit	Internal Quality Assurance Cell (IQAC) of the college successfully conducted Internal Academic Audit to encourage departments & to evaluate their education quality processes from Sep. 5-24, 2020. Dr. Manminder Kaur & Ms. Shilpa Kaura, IQAC	

	Incharges critically evaluated the Log Books & Stock Registers of the Labs to improve the quality of teaching and learning.
National Webinar On 'National Education Policy 2020'	<p>Internal Quality Assurance Cell (IQAC) of the college organized a National Webinar On 'National Education Policy 2020-The Challenge of Execution' on Oct. 30, 2020. The webinar commenced with the words of welcome by Principal Dr. Monika Dua, followed by the Presidential remarks by Dr. Prem Kumar, Secretary, College Managing Committee. Dr. Prem Kumar emphasized on Accessibility, Affordability, Quality of Education & Inclusion of ICT in formal educational set up in the present scenario. Dr. S.K. Yadav, Former Head, Dept. of Teacher Education, NCERT & Academic Consultant NCTE, New Delhi & Dr. Navleen Kaur, Professor, Dept. of Community Education & Disability Studies, P.U. Chandigarh were the resource persons of the Day. Dr. S.K. Yadav very elaborately deliberated on the former policies of Education viz. Mudaliar Commission, Kothari Education Commission and challenges faced during the execution of NEP 2020. Further, Dr. Yadav alleged that NEP 2020 is not a challenge but an opportunity to elevate Teacher Education in 21st century India. Speaking on the occasion, Dr. Navleen highlighted various facets of NEP 2020 like Equality, Inclusion, Multi-</p>

	disciplinary Approach & Experiential Learning. She also highlighted Holistic Internship Programme and practical execution of life skills in real life. Both the resource persons very patiently answered the queries of the 97 delegates making the session a prolific learning experience. The webinar concluded with formal vote of thanks proposed by Dr. Manminder Kaur, Associate Prof. of the college.
Update the digital teaching and learning knowledge and skills of the faculty and students.	Conducted workshops and provided training in preparation of E content, uploading of e-content.
Publications	Published two issues of the college journal, e-Reverberate, e-Magazine
Social Service Campaign	NSS volunteers of the college under the guidance of NSS Programme Officer Ms. Manjit Kaur distributed handmade Safety Face Masks to sweepers, rickshaw pullers, domestic helpers and community workers around their houses truly standing up to the motto of NSS- 'Not Me but You' on June 12, 2020. NSS Programme Officer appreciated the efforts of the NSS volunteers and motivated them to continue such noble endeavours that reflect the essence of democratic living.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
BCM College Management	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	18/02/2022

15. Multidisciplinary / interdisciplinary

N/A

16. Academic bank of credits (ABC):

N/A

17. Skill development:

College organized "SKILL DEVELOPMENT PROGRAM TO PREPARE COMPETENT TEACHERS". During this, the student teachers were first oriented for the Skill Development Programme Activities. The coordinators of the programme familiarised the pupil teachers with the relevance of Subject matter expertise & Communication, Employability, Life, Pedagogical and Technological Skills in the teaching profession. During this programme, Ice Breaking Session, Tips on Communication Skills and Communication Games with special emphasis on Listening Skills & Speaking Skills were organized.

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

N/A

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

College focuses on Outcome Based Education. Its main focus is to develop professionally efficient teachers. For this college organizes Skill-Will Week, various Curricular and Co-Curricular Activities to enhance teaching skills of Pupil Teachers. As per the curriculum of Panjab University, College also organizes Pre-Internship programme before sending Pupil Teachers to schools for Internship. Moreover college is working towards achieving its vision "Achieving Inclusive Education: Transforming Society". To meet the needs of Inclusive education, the college is providing appropriate infrastructural facilities, flexible and vibrant curriculum transactions to meet the needs of the future teachers who will help society in transformation. Institute helps to develop the

life skills among the students and further motivate them to accomplish their goals of life.

20.Distance education/online education:

College is the study Centre of B.Ed. under University school of Open Learning (USOL) of Panjab University, Chandigarh and Learner Support Centre of IGNOU University, New Delhi for Courses M. A. (Education), M.A.(Adult Education), CIG, PGDHE, PGDSLM, PGDET, PGDCAE, PGDAE, PGDEMA, CVE.

Extended Profile

1.Student

2.1 287

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 460

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 46

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4 152

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year 152

File Description	Documents
Data Template	View File

2.6	287
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	4289987
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	45
Total number of computers on campus for academic purposes	

3.Teacher

5.1	23
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	23
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The institution implements the B.Ed and M.Ed curriculum of its

affiliating university, Panjab University, Chandigarh. At the commencement of the programme the faculty prepares unit plans in which unit tests and house tests are also planned. An orientation programme is organised at the commencement of the session. The time table in-charge under the leadership of the principal discusses the entire curriculum and prepares the Annual Academic calendar & time table according to the credits given to each course. Dates to complete the academic activities (scholastic & co-scholastic) are pre fixed and noted in the college calendar by referring University calendar. The principal conducts staff meeting monthly and discusses the progress and functioning of various activities and the minutes of the meetings are recorded. The institution gives full support to the college clubs in planning and implementing different activities for student welfare. The institution provides training to faculty & students to use different soft wares to develop videos, e content, and e resources, use Smart board and upload materials.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year
Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.bcminstitutes.org/documents/naac/ProgrammeOutcomes.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

In B. Ed. five optional and twelve elective courses are offered. In M. Ed. four optional courses are offered. M.Ed. 4

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

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

N A

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

N A

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

N A

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

N A

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	
File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded
1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
N A	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
N A	

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Teacher Educators not only give theoretical knowledge of Micro & Macro Skills but also demonstrate Micro Skills and Macro Lesson in each teaching subject before teaching practice of students. Skill Will Week is organized in which different activities are organized to enhance their HOTS such as critical thinking, communication skills, working in groups etc. Psychological Tests are administered on the pupil teachers to make them aware about their skills and competencies. Students are oriented regarding various teaching skills before going to demonstrate their knowledge in real field. After the successful completion of teaching practice they deliver Discussion as well as Final lesson of each subject. Critical Feedback is provided to them to enhance their teaching skills for the Final Skill in Teaching Lesson Demonstrations. Besides this various visits and workshops are organized like Mask preparation workshops, Kind heart movement, Parent Teacher meetings are organized to extrapolate learning of students.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective by selecting different schools for their teaching practice viz. Govt. & Private, Rural & Urban and CBSE & PSEB. They observe the functioning of these different boards of School Education and try to find out the functional differences among them. They have to write down in their School Internship File regarding the Motto, objectives, Types of Institution and various curricular and Co-curricular activities carried out during the teaching practice. Resource Persons at national and International levels are invited to interact on the functioning of school & Higher Education systems with the perspective teachers. Besides this students learn school management as a subject in semester II.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher

Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme. The institution make efforts to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field. They are engaged in content based learning for the content mastery which is the most important aspect in professional field. Workshops on Teaching aid preparation are also organized. Students are prepared for Skill in Teaching Competition at Zonal & Inter-Zonal Level to sharpen their teaching skills and inculcate desired values. They are oriented about the various aspects of teaching profession before going to internship programme.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

298

2.1.1.1 - Number of students enrolled during the year

298

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

52

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

52

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

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

3

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

3

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Assessment process is in place at entry level to identify different learning needs of students by conducting entrance test. In 2020, due to Covid-19 admission in B.Ed. was made on the basis of marks obtained in graduation and post graduation level. As authorized by Punjab Government, Punjabi University conducted the whole process of

admission in 2020. When students took admission in B.C.M. College of Education, they are oriented about the teacher education programme through a well planned induction programme. They are prepared mentally about the various aspects of B.Ed. and motivated to participate in various activities. Students are also motivated to speak about their interest and hobbies in induction programmes. After that teachers assess them through classroom interaction about their knowledge and provide them appropriate pedagogical means to bridge the knowledge and skill gaps.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for

One of the above

**catering to differential student needs;
Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

23

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Multiple mode approach to teaching-learning is adopted by teachers at B.C.M. College of Education. Teachers use various modes to make their lectures interesting and effective. Students are engaged in

field and educational trips, Seminars and talks by the experts. Students are given projects, assignments focusing on self-study and independent learning. They are also assigned group projects and activities which promote peer learning and team work. To ensure experimental learning, various activities like classroom discussions, debate, presentations by the students, brainstorming, role play are conducted constantly. Analytical point of view and creative academic writing skills are developed through papers, projects and paper presentation. Extension and Outreach Programmes are organised which provide students an opportunity to develop leadership skills. In Performing Arts, students learn poetry recitation, music, drama and others co-curriculum activities that helps in developing moral and ethical values.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.microsoft.com
Any other relevant information	No File Uploaded

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

287

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students
Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The development of professional attributes at BCM is inculcated through mentoring and is an inherent part of development of pupil teachers. This initiative provides avenues to its student teachers to learn behavioural dimensions necessary for their professional growth. Each faculty member is allotted a group of student-teachers. The mentoring groups are formed wherein students from all

three programmes (B. ED(Special) B.Ed. and M.Ed.) are intermixed in each group and is ensured that all levels and categories of students are present in each group. The mentors try to inculcate professional attributes in the students and guide them in their studies and also in co-curricular and extra-curricular activities. The mentors discuss their personal problems inside as well as outside the classroom and motivate their students to develop qualities like leadership, cooperation, collaboration etc. As mentor, each teacher educator follows the professional code of conduct determined by the institution and helps to create self-discipline and conducive professional environment and help student to develop professional attributes effectively.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

To nurture creativity among students different houses organize different types of activities .Students participate in various

curricular and co-curricular activities. For enhancing innovativeness students are motivated to participate in Art and Craft , Model Making, Group and individual projects, Craft classes, best out of waste activities. Kind Heart Moment initiative of the College inculcate empathy among the students as they collect extra cloths, toys and eatable and distribute among the kids of slum areas. Students participate in Skill- in -Teaching and online teaching Aid preparation to enhance professional competencies. Students participate in Zonal and inter Zonal youth festivals organized by Panjab University Chandigarh and by these students identify the talent and gain confidence.

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

2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses

Ten/All of the above

certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	Four of the above										
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Samples prepared by students for each indicated assessment tool</td><td>View File</td></tr> <tr> <td>Documents showing the different activities for evolving indicated assessment tools</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Samples prepared by students for each indicated assessment tool	View File	Documents showing the different activities for evolving indicated assessment tools	View File	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data Template	View File										
Samples prepared by students for each indicated assessment tool	View File										
Documents showing the different activities for evolving indicated assessment tools	View File										
Any other relevant information	No File Uploaded										
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	Four of the above										
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Documentary evidence in support of each response selected</td><td>View File</td></tr> <tr> <td>Sample evidence showing the tasks carried out for each of the selected response</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of each response selected	View File	Sample evidence showing the tasks carried out for each of the selected response	View File	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data Template	View File										
Documentary evidence in support of each response selected	View File										
Sample evidence showing the tasks carried out for each of the selected response	View File										
Any other relevant information	No File Uploaded										
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning	All of the above										

and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Being the best TEI, College provides best internship experience to the students by selecting the best schools of the city. Planned Internship Programme is followed as per Panjab University Curriculum guidelines. During session 2020-21, schools for internship were allotted by SCERT, Punjab. College uploaded the data

of students on official site of SCERT and government schools were allotted to students according to the subject requirements in schools. College oriented students about various types of Lesson Plans, How to use technology and teaching aids in classroom for effective teaching practice. Besides this teacher educators demonstrated various micro skills and lesson plan for the smooth running of the internship programme. Teacher educators visited allotted govt. schools to orient the Principal and teachers about the requirements of students regarding Teaching Practice. Principal of the govt. school allotted mentor teachers to the students according to their teaching subjects to monitor their performance during internship. Principal of respective school, Mentor Teacher and Supervisor evaluated the performance of Pupil teachers and gave the feedback in prescribed performa provided by the college.

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

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

2.4.9.1 - Number of final year students during the academic year

126

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Institution adopted effective monitoring mechanisms during internship programme. Teacher educators used to visit schools once a week and take feedback from the mentor teachers of the students. They themselves also observed students in their classes and give feedback on their lesson plans. They also guide them regarding their weaknesses and tell them various strategies to improve their real classroom teaching. School Principals also play very important role in monitoring students during internship. They provide certificates to the students after the completion of their teaching practice in their schools. They also gave them marks on the Performa-A provided by the college as per Panjab University curriculum. Principal of the school allot one mentor teacher to every student according to their teaching subjects. They used to observe the students in classes and guide them. They help the students to be ready for jobs. They also guide and mentor regarding the professional skills gave feedback on lesson plans. Peers also observe lesson of their friends and fill an observation performa prepared by college.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such

Four of the above

as Self Peers (fellow interns) Teachers /
School* Teachers Principal / School* Principal
B. Ed Students / School* Students (* 'Schools'
to be read as "TEIs" for PG programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

23

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

7

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

23

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

23

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

All the teacher educators of our college update themselves continuously to improve their capabilities. They equip themselves with the latest development in the field of information technology

and regular study in library. Teacher educators enhance their knowledge and skills by publishing papers in national and international journals, attending conferences, seminars, symposium, workshops and training programmes.

Faculty members also attend online seminars, talks of experts. They attend orientation and refresher courses. In addition to it college organize FDP (faculty development programme) time to time to update knowledge of teachers development and issues in the field of Education. The faculty members also share information with each other about policies, technology through talks, discussion online using whats app, mails etc.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation for M.Ed., B.Ed. & B.Ed. Spl. (Learning Disable) programmes has been done as per norms of Panjab University Chandigarh. The internal evaluation of M.Ed., B.Ed. & B.Ed. Spl. (Learning Disable) Programmes has been done primarily through Projects/ Assignments/ Presentations, class-seminars, participation of students in discussions and Written Tests which aim at fostering peer learning as well as public speaking skills of students. The marking ratio of external and internal evaluation in B.Ed. programme is 80:20, except in courses like EPC-2 (Drama and Art Education) and EPC-3 (ICT in Education). The M.Ed. course comprises of 15 theory courses of 100 marks each with 70:30 ratio of external and internal evaluation. Internal evaluation of theory courses are done through mid-term written examinations Projects/ Assignments/ Presentations, class-seminars, participation of students in discussions. The M.Ed. programme also contains practical courses comprising Semester based activities (SBA) and has different internal evaluation patterns. SBA -105 (Communication & Expository Writing) and SBA-106, (Self-Development Skills) contains 25 marks each and are evaluated through Projects/ Assignments and Presentation. SBA-205 (Internship - I,) is evaluated through participation and performance of learners in activities like classroom teaching, Micro Teaching practices and simulated teaching.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The grievances related to examinations are carefully addressed at our institution. Students who are not able to appear in the internal examination due to unavoidable circumstances. On the basis of medical grounds with authentic certificate by doctor, principal allow the individual to appear in examination when individual fulfils all the conditions given by the Panjab university on the basis of request letter duly signed by the dean student welfare and tutorial incharges.

Being 2020-21 was the pandemic time, college conducted online internal and external theory and practical examinations as per Panjab University guidelines. for those students who are not able to come to college for some or the other reason for appearing in the examinations. In this way our institution redresses grievances of students regarding examinations.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The institution conducts all academic and co-curricular activities as per the academic calendar. This includes internal evaluations also. The Academic calendar of the Institute is prepared by the Academic Committee along with the course coordinators mentioning the tentative schedule of internal examinations, class tests and other internal evaluation activities as per Panjab University Academic Calendar. During the session 2020-21, the institution conducted online unit tests, house test and internal practicals to maintain the transparency in internal evaluation system of the college.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

The teaching learning process of the institution is aligned with the PLOs and CLOs stated in the syllabus of the concerned programs and on the website of the institute. The teaching-learning process is strictly guided by the Institute Time-Table and the Academic Calendar. As the teachers are well aware about the PLOs and CLOs, they conduct their classroom activities in the line of PLOs and

CLOs. Co-Curricular activities are also organized to achieve the PLOs and CLOs and these activities are mentioned in the Academic Calendar clearly. The Institute website mentions the objectives of all Programs (M.Ed., B. Ed. and B.Ed. (Special, Learning Disable) of the Institute and the learning outcomes are defined for each course offered by the Institute. These are linked to the broad program outcomes. This helps the students appreciate the topic being covered in class and appreciate its relevance. The syllabus describing the learning objectives for all subjects is also available for students and teachers on Institute website.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

Keeping in mind the PLOs and CLOs, the institute is committed to provide the best infrastructure facilities and curriculum. Teacher educators use the technology in their classes for curriculum transition by using the different strategies to equip the pupil teachers with the pedagogical and professional skills. Being the PG college in teacher education faculty develops the research-oriented skills among the students. The monitoring of professional and personal attributes as per the PLOs and CLOs is based on the course outcomes, regular participation of the students in various co-curricular activities. The continuous internal assessment structure provides feedback on the efficacy of the teaching-learning process, and learning outcomes, gauged through of each course, and is

monitored thoroughly.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

152

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

After getting exposure to various aspects of teaching professionat B.C.M.College of Education, students are assessed internally and externally. Their knowledge of psychology, sociology is assessed. Their professional skills are assessed at Internship Programme.All. Diversity of students is addressed by giving them remedial teaching. Assessment task and the performance of students reflect their initially identified learning needs through their learning outcome, results and assessment by the teachers. Our all M.Ed. students secured over 70 % marks in their final examination. Similarly, 126 out of 126 B.Ed. students and 13 out of 13 B.Ed. Special students secured more than 70 % marks. Hence, it can be said that our Institute take cares the learning needs of the students.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

 Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

 00

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

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

 00

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work	One of the above
--	------------------

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	
File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	Two of the above
File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded
3.2 - Research Publications	

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year**01**

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year**00**

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year****02**

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

135

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

135

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

135

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Through community outreach initiatives, BCM College of Education aims to sensitize students towards social issues and community development. Community outreach activity is a part of our trans-disciplinary curriculum and an important part of fostering the prospective teachers' profile as caring, well-balanced and responsible teachers. Engaging student - teachers in community service projects is an effective way of encouraging teacher trainees to be ethical, caring and open minded.

As a part of our Corporate Social Responsibility, BCM College of Education initiates efforts for society and for this purpose Kind Heart Movement and Face Mask preparation and distribution in slum areas are organized to reach and help members of the community to protect their health. The NSS coordinator Ms. Manjit Kaur guided the teacher trainees through online workshop on mask making. Pupil teachers prepared masks and distributed in nearby slum areas during COVID-19. Kind Heart Movement is a great effort by the institution in which a big charity box is placed in the campus in which various items like clothes, shoes, woollens, toys and goods donated by Faculty and Students are distributed to the nearby areas to the needy people. Such exposures help teacher trainees to sensitize towards social issues, community development and foster the feeling of compassion and responsibility towards the society.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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

00

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

3.4 - Collaboration and Linkages

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

00

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

00

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

One/Two of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution ensures adequate availability and optimum utilization of physical infrastructure. There are sufficient number of classrooms and seminar hall to accommodate the teaching learning process effectively. ICT enabled classrooms facilitate effective teaching learning with fully equipped sophisticated technological gadgets. Innovative teaching learning practices are utilized by teachers for optimum utilization of resources. There is a seminar hall with internet, projector and sound system for organizing annual functions, guest lectures etc. Beside this, the college also has Auditorium & Conference Hall for organizing workshops, conferences. The college has spacious and well furnished computerized principal's Office, Administrative Office and Staff Room. All the laboratories- are well equipped and well maintained. There is a well-equipped ET lab with smart panel technology and ICT lab with 40 computers for optimum teaching learning language lab with LCD projectors, computers and microphones. . There is a big playground with provisions of open gym and facilities for outdoor games like basketball, volley ball and badminton etc. The college also provides latest equipment like computers, projector & smart panels for enhanced learning. Fire extinguishers are set up at every floor for the complete safety. The institution continuous to excel in its

commitment to teaching learning.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.bcminstitutes.org/Default.aspx
Any other relevant information	No File Uploaded

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

42,89,987

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

words.

College Library is fully automated to reduce the repeated manual efforts of daily routine. It is using Data Soft Tech software (an Integrated Library Management System) to make it easier to find the books for the readers. By the use of library automation, one can access the collection of books easily with a systemised database. Books detail can be We can not only access the data of books but also the year wise details of students. Barcode technology is used for the circulation of books. Various reports like issuing and receiving reports can be generated in this system. At the end of year, it also helps in clearance of library dues against all the registered students.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.bcminstitutes.org/Facilities1.asp x
Any other relevant information	No File Uploaded

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

N/A

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

0.01849

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

106

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1hoVDHYM7GSOfzRpgLYcTEj26cYxYFkf/view
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Two of the above

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

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institution is totally technology enabled. There is 24*7 internet and Wi-Fi connection available for the staff and students. There are Four Projectors Portable LCD projectors, Two laptops, Audio-visual equipment like tape-recorder, television, CDs and DVDs, DVD player, microphones (Collar and wireless), speakers, amplifier and Digital Camera. All these resources are well utilised to make teaching-learning meaningful. Our college is facilitated with well-

equipped Computer Lab with high speed internet for Staff and Students. Institution have 300Mbps unlimited Broadband connection from Jio Fiber. High Speed Unlimited Broadband connection is activated from 13-02.2020. Before 13-02-2020 we hadBSNL 1Mbps Lease line internet connection. With this updation, our campus is also fully Wifi with high speed internet. Our Library system are also connected with internet. Institution also added Interactive Panel for Teaching. We also installed Projectors in classrooms for various purpose. Institution also using

Microsoft Teams app is used for Online Classes, Assignment and other work.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

5:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

C. 250 MBPS - 500MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

152.2461/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The college has a set of established procedures and policies for maintaining and utilizing physical, academic and support facilities. College campus maintenance is monitored through regular inspection. The management conducts regular visits and meeting with principal

usually twice a year where in the financial, physical and other issues related to co-curricular activities etc. are discussed and future plan of action is prepared. Another salient feature is the internal audit conducted annually by Internal Quality Assurance Cell. All the laboratories including stock registers and other physical, academic and support facilities are verified. The college ensures optimal, allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees of constituted for this purpose.

- Maintenance of classrooms is a regular exercise. Supervising officer takes care of academic requirements and maintenance of wooden furniture, electrification and plumbing.
- For the maintenance of library, the requirement and list of books is taken from concerned subject teachers before the beginning of every academic year. The library committee ensures required purchase and withdrawal of documents.
- For the maintenance of sports room and playground, sports committee is deputed and necessary sport articles are purchased from time to time.
- ICT facilities are maintained by IT skilled instructor of the college.
- Maintenance of washrooms, water purifiers, canteen etc. is done on regular basis.

File Description	Documents
Appropriate link(s) on the institutional website	• http://www.bcminstitutes.org/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	C. Any 2 of the above
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
50	285

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

06

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

15

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

5.3 - Student Participation and Activities

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

In order to decentralize the powers, BCM College has a very well structured Student Council comprising of Chairperson (Principal), Dean Student welfare and one senior member of Student Council. The fundamental role of the Student Council is accessibility i.e. sharing information between the administration and the students. The prime objective of the Council is to promote an environment which is conducive for intellectual and personal development of the student teachers and Bridge the gap between students and administration and also to facilitate smooth functioning of the teacher education system. The Student Council of the college has an unbiased and democratic election system in order to choose members of the executive committee. Every year elections are conducted in a democratic way in respective tutorial groups. Every section is divided into 3 Tutorial groups. Each tutorial group has about 15 students. Out of these 15 students, one class representative or CR is chosen, so there are three CRs from each section of B.Ed. (General); 2 CRs from B.Ed. Special education & 1 CR from M.Ed. Class. These class representatives then later on stand for the post of President, Vice President, Secretary and Joint Secretary. Meetings of the Student Council are conducted from time to time to discuss issues and grievances of the students.

EXECUTIVE MEMBERS

1. President-Ms. Pooja
2. Vice President-Mr. Satnam Singh
3. Secretary-Mr. Devinder Bhola
4. Joint Secretary- Ms. Radhika

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

40

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

5.4 - Alumni Engagement

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

Alumni Association of the college is a non- registered body but a functional one. We consider our Alumni to be our assets and ambassadors. We are having an Active Alumni Network which is very beneficial to the students presently studying in college. Young students can benefit in their professional lives by learning from Senior Alumni, getting to hear about increasing job opportunities. It is the single point of contact between Alumni and Institute, offers our alumni a host of services that helps them keep in touch with their batch mates and also keep them updated on campus happenings. It goes without saying that Alumni Cell provides a forum for the Alumni for exchange of ideas on academic, cultural and

social issues by organizing and coordinating various activities. We aim to connect, inform and engage the alumni, the students and the institute with each other for the purpose of generating a multifaceted support

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

None of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

01

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni are the promoters of B.C.M. brand, their professional success help in driving the brand and contribute to recruitments. Their support during youth festival activities and professional skill development is worth appreciating. They help us in admissions, placement services and improving our Alumni Network. We invite them for Career Talk on opportunities and challenges in this world of work. Beside this our alumni are the key factor in moulding the new entrants in B. Ed. Course. They guide students for P.U Youth & Heritage Festival as well as P.U. Skill-in -Teaching & on the Spot Teaching Aid Preparation. Those Alumni who are working in schools are also appointed as external examiners in P.U. Final Skill-In-Teaching examinations.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Vision

BCM College of Education Ludhiana is working towards achieving its

vision" Achieving Inclusive Education: Transforming Society".To meet the needs of Inclusive education, the college is providing appropriate infrastructural facilities, flexible and vibrant curriculum transactions to meet the needs of the future teachers who will help society in transformation. Institute helps to develop the life skills among the students and further motivate them to accomplish their goals of life.

Mission

The mission of the institution is achieved by providing value integration of theory and Practice to support the transformation of school & society. We, being the Teacher Education Institute, Develop a standard for professional dispositions that is based on an ethic of care rooted in both integrity and responsibility. Teacher Educators develop a deep sense of Duty and self-discipline so that they become great Nation Builders. Theinstitutioncollaborates with all the stakeholders of teacher education for quality evaluation, promotion & sustenance.

Our college is committed to promote academic excellence and socially relevant education to meet the national and global standards in the field of education.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Right from the top level management to the lowest level, the powers are decentralised to ensure participative management. The smooth functioning of the institution depends on the decisions taken at all levels of the hierarchy. The functioning of the college is run

through different Committees, Cells and Clubs. All the Faculty members are engaged to mentor the student teachers through the different Cells, Clubs and Committees. There is a well-structured Student Council in the college having different executive positions- Principal as a Chairperson, DSW, Senior Members from teachers as Member, Student Council and President, Vice President, Secretary and Joint Secretary from the students. The prime objective of the Student Council is to act as a Bridge among the Principal, Faculty and Students. The student representatives are elected on the basis of the democratic election system to choose members for the executive positions. . The Student Council Meetings are organised at regular intervals to discuss issues and grievances of the students.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

The financial, academic, and administrative functions are completely transparent at BCM College of Education. Purchase of commodities is made by the Purchase committee. The committee invites quotations from different purchasers/Vendors and then a comparative chart is made to select the vendor who provides the best quality at minimum cost. Vendors/Service providers are paid through Cheque and NEFT. Salaries are directly credited to accounts of Teaching and Non-Teaching Staff. Income and Expenditure Accounts and Balance Sheets are prepared annually. Chartered Accountants conduct financial audits on a regular basis and the annual balance sheet with audit reports of institutions is posted on the institute's website.

The institute duly follows the Academic Calendar and guidelines prescribed by the Panjab University in letter and spirit as the Internal Assessment mechanism is being used to assess the improvement of the student teachers. Internal Quality Assurance Cell of the college plays an important role to maintain administrative transparency by conducting annual physical verification. Internal Academic Audits are done and Monthly Reports are maintained by the institute. The Code of Conduct for teachers, non-academic employees,

and students is displayed on BCM website. Employees' personal files are maintained, and all administrative rules and regulatory information is made available to all employees.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Deployment of FDP indicated in Strategic Plan (2020-21)

The outbreak of COVID-19 has wreaked havoc across the world and like any critical sector, education has been hit hard. Students, schools, colleges and universities have been deeply impacted. The college had to alter its plan as per conditions, IQAC of the college organised an online meeting in which Principal advised faculty to hone the skills for conducting online Classes and made the staff aware about the strategies to be implemented during online classes two FDPs' were organized viz. in the months of July 2020 and January 2021. The detail of the FDPs' is as follows-:

- IQAC of the college organized Faculty Development Programme (FDP) from July 1-31, 2020 where in all the faculty members deliberated on different Innovative Online Teaching Techniques. Faculty members learn different online applications viz. Google Classroom, Quiz, Forms, How to explore e-content, Metamoji, Renderforest, Loom, Digital lab orientation etc.
- Faculty Development Programme to improve the communication skills of the faculty and to help them to overcome glossophobia was organized by the college in the month of January. It was initiated on Jan. 08- 28, 2021. Faculty members used to read books, current affairs, articles from magazines and vocabulary to share with each other.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.bcminstitutes.org/images/docs/stplan.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The administrative setup, the appointment of staff, service rules, and procedures are strictly followed as per Panjab University guidelines to streamline the academic functioning of the institute. The College follows the academic calendar prescribed by the University and organises various activities through committees and Cells. Every Committee has its own functional area. Each Committee is chaired by a coordinator and consists of a group of dedicated teachers. The Process of Recruitment of the faculty is done as per Panjab University/National Council for Teacher Education Guidelines. Service Books of all the teaching and non-teaching staff are maintained and an Annual Increment is given to Staff Members as per Panjab University Guidelines. For Staff Welfare, the Institution facilitates staff with gifts/outings on Teachers' Day to Teaching Staff and gifts are given to supporting Staff as a token of Gratitude on Festivals.

File Description	Documents
Link to organogram on the institutional website	http://www.bcminstitutes.org/BrainBehind.aspx
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support

All of the above

Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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

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

Dr. Monika Dua conducted a meeting with Youth Festival Committee members-Dr. Suprerna Khanna, Coordinator Youth Festival, Dr. Manminder Kaur, Mrs. Shilpa Kaura and Ms. Hardeep Kaur to discuss the matters related to Youth and Heritage. Ms. Hardeep Kaur shared minutes of the meeting held at D.A.V. college of Education, Hoshiarpur on December 1, 2020 to discuss the organization of P.U.Zonal Youth and Heritage Festival- Zone A. The committee allocated items to different teacher incharges. Teacher incharges selected students according to their talent and started polishing their skills and Talents. Due to diligent efforts, Institute bagged Runners up Trophy at Panjab University Zonal Youth and Heritage Festival.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

BCM provides a variety of welfare benefits to its Teachers and non-teaching staff. Employees Provident Fund, Employee State Insurance (ESI), Labour Welfare and Gratuity are applicable to all the employees as per government norms. The teaching staff is honoured on the Teachers Day and the supporting staff is felicitated on the eve of Diwali. Daily Refreshment is provided to all the staff members. Concession in Tuition Fees is given to sons and daughters of the employees working in the organisation. Non-Teaching staff is provided with Free Uniforms twice a year. The Institute creates a multicultural environment on campus for its students.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.**2**

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes**2**

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

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

The educational system across the world has immensely been affected due to the outbreak of COVID-19. It forced the shutdown of educational institutions, which adversely affected student fraternity across the globe. In the absence of traditional classroom teaching and one-to-one interaction, Virtual Classes have emerged as the closest substitute for offline teaching. The institute took the responsibility to evaluate online teaching. Thus, we conducted research on the Impact of Virtual Classes on Pre-Service Teachers during Covid-19. Besides it, a rating scale is used to collect the feedback of the teachers regarding their professional skills.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

In Internal Audit, every purchase or repair purchase order are placed after taking quotations from vendors. The purchase committee recommends the best possible quotation. Duly signed vouchers are passed through the Accountant, Principal, Secretary and Advisor. Streamlined Payments are done to the vendors after passing the vouchers. External Audit is done by Statutory auditors appointed by management. Income and Expenditure account, balance sheet & depreciation chart is duly signed by Trustees, Secretary, Principal & Chartered Accountant on the completion of every financial year.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

N.A.

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

funds are optimally utilised after the preparing the budget for every financial year. Evaluation of the budget is done bi-annually during the College Management Committee Meetings. Maximum transactions are done through online mode i.e. UPI/Net Banking/Debit & Credit Cards. Salaries to Teaching, Non-teaching & Supporting Staff are paid through Bank Transfer in their respective accounts. All payments to the vendors are done by NEFT/RTGS & cheque.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Quality aspects of all functions are coordinated by the Internal Quality Assurance Cell (IQAC). It is the nodal cell at BCM for ensuring adherence to quality in all activities in the institution.

IQAC facilitates the process to develop a system for conscious,

consistent and catalytic action to improve the academic and administrative performance of the institution and promotes measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. As such, IQAC is responsible for all quality matters at BCM and ensures it by planning and preparing the system for all functions in coordination with the functional coordinators, Coordinating activities of all Functional Teams for upkeep, maintenance and effective functioning of the Quality Systems at BCM, Organizing audits for academic and related services as per procedure, Conducting post audit review meetings for undertaking necessary corrective and preventive actions.

Best Practices:

- In order to inculcate Communication, Employability & Life Skills among Pupil Teachers and to enrich their Content Knowledge, Pedagogical & Technological Skills, a Skill Development Programme (SDP) was organised.
- In order to Study the Impact of Virtual Classes on various Aspects of teacher training of Pre-Service Teachers during Covid-19, this research work was conducted.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

The IQAC reviews the quality of the teaching-learning process, structures and methodologies of operations and learning outcomes. IQAC emphasises various important pivotal issues like Annual Physical Verification, Internal Academic Audit, Strategic Planning of the Institution, Organising Webinars of national Repute (on issues like NEP 2020), conducting meetings regarding Panjab University Youth Festivals, Panjab University Skill-in Teaching Competitions, Organising FDP, etc. It also reviews the performance of the institution against all the seven criteria specified by NAAC and also discusses the scope for new initiatives to be implemented in the Institute. Teaching learning process, being the core activity

of the Institute, its quality is reviewed in the IQAC Meetings. The progression and status of the curriculum is also checked. IQAC strives to continually improve the effectiveness of its quality system through periodic review meetings, communication exercises, the interaction of senior management with students and employees, feedback reports and other means, as deemed fit.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

3

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.bcminstitutes.org/documents/naac/compositionofIOAC.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.bcminstitutes.org/Naac.aspx
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

BCM has achieved a number of incremental improvements and examples in this respect are mentioned below:

First Cycle-

1. BCM College of Education was awarded by NCERT, New Delhi with Cash Price for participation in All India Competition on Innovative practice and experiments in education for school and educational institutions. The Project entitled "Effect of Mobile Learning on Achievement on B.Ed Students" was presented by Dr. Khushwinder Kumar, Principal, Dr. Monika Sethi, Team Leader and Ms. Gagandeep Kaur, Project Coordinator. *

2. Publication of Book Reviews in the form of book 'Reverberates' with ISBN.

1. Need-Based Remedial Coaching .
2. Publication of Book "REVERBERATES" with ISBN No.

978-93-84507-75-6

3. Skill Will Week**Second Cycle-**

NCERT, New Delhi awarded the project entitled "Soft Skills Education Programme to Foster Communication and Employability Skills among Pupil Teachers" in All India Competition on Innovative Practices presented by Dr. Monika Sethi, Team Leader and Dr. Jasdeep Kaur, Project Coordinator.

Third Cycle-

NCERT, New Delhi awarded the project entitled "Skills Development Programme to Prepare Competent Teachers" in All India Competition on Innovative Practices presented by Dr. Jasdeep Kaur, and Ms. Shilpa Kaura, Project Coordinators. The whole Project was headed by Dr. Monika Dua, Principal, BCM College of Education.*

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

INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

NA

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution has waste management policy for disposing off dry and wet waste management by practicing waste segregation. It includes separating waste into dry waste and wet waste. The administrative supervisor ensures that the waste is collected at regular intervals. This waste is segregated and thrown into separate dustbins meant for dry and wet waste. The college has contacted A 2 Z Waste Management Company that collects waste from the designated places, segregates them, recycles them and disposes them at authorized land fills. Segregation of Solid Waste and wetwaste is done on daily basis. To make the best use of waste water from AC and water filters, the college uses the strategy of reusing this water in watering the plants in the institution. Rainwater harvesting pit is there which is monitored regularly. The college is also taking initiative to go paperless in several official and academic work, thus reducing the wastage of paper. Instead of taking paper assignments and CD'S from students, data is taken in Pen drives or students upload their pdfs of the assignments and other sessional and project work through emails provided by the subject incharges.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

One of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Institution promotes clean and green campus by adopting several environment friendly practices. The institution is itself located in clean and pollution free environment away from the city. Eco club of the college encourages the students to adopt ecofriendly practices such as use of paper bags ,cloth bags ,saving electricity and water etc.Every year several important days such as environment day, earth day etc. Are celebrated to generate awareness among the students.

The institution maintains its green cover by organising plantation drives and cleanliness campaigns regularly with the assistance of gardener appointed for the purpose. For the maintenance of good hygiene and sanitation, regular service staff is there. The provision of waste bins is in every room, around corridors and washrooms etc.Water filters are also installed at different places for clean drinking water. The cleanliness of classrooms is also done on daily basis.

The institution also provides Environmental Education subject and Gardening Craft to develop the right attitude for saving environment.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian

Two of the above

friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0.0536/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The institution strives to promote value based education and adopts practices to preserve the ecosystem. The eco club and NSS wing of the college work in collaboration to sensitize and generate awareness among students and local residents. Environmental issues such as global warming, climatic change, resource depletion, pollution, etc are addressed through extension lectures, rallies, etc. Plantation drives and cleanliness campaign both inside and outside the campus are a regular feature of the institution. Various National and international days such as National science day, environment day,

NSS day, AIDS day, etc. are celebrated every year to develop environmental consciousness. NSS wing of the institution has adopted two government schools and supporting them by organising workshops, donating audio visual aids etc. One of the best practices of the NSS wing is the, "Kind Heart Movement" in which clothes, shoes, sheets, woollens and eatables etc are donated to needy people of the community.

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

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

- In order to inculcate Communication, Employability & Life Skills among Pupil Teachers and to enrich their Content Knowledge, Pedagogical & Technological Skills, a Skill Development Programme (SDP) was organised. It was divided into 5 Focus areas. Activities like Extension Lectures, Workshops, NSS Camps, Content Development classes, Celebration of Days, Morning Assemblies, Peer Learning, Pre-Internship etc. were organised throughout the year. A Self Prepared Feedback Performa was administered on Pupil Teachers which revealed that more than 80% students opined that SDP equipped them with the aforementioned skills. Lack of Basic knowledge of English Grammar and COVID-19 outbreak posed difficulties during SDP.
- In order to Study the Impact of Virtual Classes on various Aspects of teacher training of Pre-Service Teachers during Covid-19, this research work was conducted. To conduct this research one questionnaire was prepared on google form and got filled from Pre-Service Teachers. The questionnaire consisted rating scales regarding various aspects i.e., Academic, Emotional, ICT Skills, Health Issues, Support System and evaluation process. Results of the research showed that Pre-Service Teachers have adopted Virtual Classes whole heartedly. They have realized that during this situation of Pandemic, Virtual Classes are the only option. However, they missed the physical classroom interaction.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

PROVIDING QUALITY TEACHING LEARNING ENVIRONMENT:

BCM College of Education, Ludhiana provide exemplary teaching learning environment to the students. The College is giving Practical shape to its Motto "Motivation-Learning-Dedication". Since

motivation is a necessary pre-requisite for learning and learning accompanied with dedication can help us to accomplish our goals. Integration of theory and practice is valued to support the transformation of schools & society. We provide quality education to prepare teachers & educational leaders with a sense of duty, discipline and responsibility towards nation and society. So our basic motto becomes "TRY TILL THE SUN SETS". The Mission is to steer the education it offers not only towards the pragmatic goal of employability, but also to build a life of the mind and sensitize and orient its students to the service of the community, in the quest for a better life for society and the world that we inhabit. Keeping in mind the objective of employability and soft- skill development of students, College has an active Placement Cell to cater the needs of the society by preparing excellent teachers. Career Talks are organized to acquaint all the students with the new job opportunities.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File