SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

T.N.RAO COLLEGE OF TEACHER EDUCATION

B/H COMPUTER BHAVAN , ADJ SAURASHTRA UNIVERSITY CAMPUS
360005

tnraocollegeofteachereducation.org

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2001 by the Shree Savysachi Education Trust in Rajkot, T.N. Rao College of Teacher Education has the distinction of being the first private teacher training college in Gujarat State. Initially, the college began with an intake of 60 trainees for its teacher education program. Over the years, the college has expanded significantly, adapting to the evolving guidelines of the National Council for Teacher Education (NCTE). Presently, the college accommodates 200 trainees, divided into four divisions, each with a capacity of 50 students. In addition to its Bachelor of Education (B.Ed.) program, T.N. Rao College of Teacher Education also offers a Master's in Education (M.Ed.) program with an intake of 50 students, being a pioneer in the state to offer such an advanced degree.

The institution has continually strived for excellence, as evidenced by its proactive approach to accreditation. T.N. Rao College of Teacher Education was the first private teacher education college in Gujarat to seek accreditation from the National Assessment and Accreditation Council (NAAC), achieving its first cycle of accreditation in 2005. Demonstrating a commitment to maintaining high standards, the college successfully underwent a second cycle of NAAC accreditation in 2013 and is preparing for its third cycle.

Throughout its 24-year history, T.N. Rao College of Teacher Education has been under the guidance of officially appointed principals, ensuring consistent leadership and direction. The college boasts a dedicated faculty, including ten PhD holders, who contribute to a rich academic environment.

Vision

T.N. Rao College of Teacher Education aspires to provide an optimal environment and services that empower students to become progressive, responsible, and well-rounded individuals capable of contributing to nation-building activities.

Mission

The mission of T.N. Rao College of Teacher Education is to facilitate the development of students into their best selves, enabling them to serve society and the nation effectively. The college is committed to offering a holistic environment where students can cultivate qualities such as inclusiveness, shared responsibility, openness, adaptive governance, acknowledgment of others, and a commitment to global life quality through dignity, dedication, and devotion.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **First Private B.Ed College in Gujarat** with two cycles of NAAC accreditation
- **Committed and professional management**

- **Green and modern infrastructure**
  - Rainwater harvesting
  - Solar rooftop power generation
- **Professional staff** with high results
- **Competencies in research, training, and consultancy**
- **Well-connected with community activities** through outreach programs
- **Technology-based teaching and learning**
- **Respect for diversity**

Institutional Weakness

- **Affiliated to State Public University**: Bound to follow the prescribed curriculum, limiting flexibility in curriculum content, practice teaching, and other syllabus-based practices.
- **Lack of autonomy**: Limited control over the framing of the curriculum.
- **Absence of service units**: No NCC (National Cadet Corps) or NSS (National Service Scheme) due to being a private college.

Institutional Opportunity

- **Potential for Autonomy**: After the implementation of NEP 2020, the institute has the scope of becoming an autonomous institution, allowing for greater flexibility in curriculum design and academic practices.
- **Enhanced Curriculum Flexibility**: NEP 2020 promotes curriculum flexibility, enabling the institute to tailor programs more closely to industry needs and student interests.
- **Increased Innovation**: Opportunities to introduce innovative teaching methods, new programs, and interdisciplinary courses as an autonomous institution.
- **Expanded Collaboration**: Potential for increased collaborations with industry and other educational institutions, enhancing research and training opportunities.
- **Enhanced Student Engagement**: Ability to create specialized programs and activities that cater to diverse student needs and interests.
- **Improved Community Integration**: Greater scope to design and implement community service programs aligned with local needs and institutional goals.

Institutional Challenge

- **Securing Research Grants**: Difficulty in obtaining grants for research activities from funding agencies.
- **Limited Autonomy**: Constraints due to lack of autonomy in curriculum development and academic practices.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At T.N. Rao College of Teacher Education, the Internal Quality Assurance Cell (IQAC) and the in-house

curriculum committee meticulously review the curriculum through a well-documented process, including strategic planning, university academic calendars, institute academic calendars, and feedback systems.

Curriculum Review Process: Faculty members actively participate in the curriculum review process by providing suggestions and comments, which are discussed during committee meetings. A summary of curriculum opinions is then communicated to the university, ensuring that the curriculum remains relevant and effective.

Teacher Education Programs: The Institute offers comprehensive teacher education programs, including B.Ed. and M.Ed. Trainees in these programs can choose optional/elective courses, including various pedagogies offered by the Institute. Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for each program are clearly stated on the Institute's website and in the admission prospectus.

Value-Added and Add-On Courses: To foster talent development, T.N. Rao College of Teacher Education introduces new value-added and add-on courses. These courses are designed to enhance trainees' employability skills, professional abilities, health awareness, technical skills, and personal development.

Practical Application of Skills: The Institute provides ample opportunities for trainees to gain and apply knowledge, skills, values, and attitudes to real-life situations through participation in various events and contests related to different study areas.

Feedback Framework: A well-structured feedback framework analyzes feedback from stakeholders, and the Institute takes measures based on the findings, ensuring continuous improvement and relevance of the curriculum.

Community Engagement: Memorandums of Understanding (MOUs) with NGOs connect trainees with community services, fostering a sense of social responsibility and engagement.

Conclusion: Through its rigorous curriculum review process and the introduction of innovative courses, T.N. Rao College of Teacher Education ensures that trainees in both B.Ed. and M.Ed. programs are well-equipped with the skills and knowledge necessary for their professional journey. The Institute's commitment to practical skill application and community engagement further enriches the educational experience.

Teaching-learning and Evaluation

Teaching and learning at T.N. Rao College of Teacher Education are centered on student engagement and active learning. The Institute employs a variety of pedagogical methods to raise the learning levels of trainees. These methods include experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits, and case studies. By incorporating these diverse teaching strategies, the Institute ensures that trainees receive a well-rounded education that prepares them for real-world challenges.

The use of Information and Communication Technology (ICT) is integral to the teaching and learning process. Teachers utilize tools such as Google Classroom, mobile applications, and other e-platforms to provide a variety of learning experiences. This integration of ICT resources enhances the learning process and makes education more accessible and engaging for trainees.

To equip trainees with 21st-century skills, the Institute encourages participation in various activities during their internship, providing them with valuable life experiences. Faculty members are also given opportunities for professional development through refresher courses, induction training programs, workshops, seminars, and symposiums organized by governmental and non-governmental organizations. The emphasis on continuous professional development ensures that teachers remain updated on the latest trends and technologies in their subjects.

The evaluation system at T.N. Rao College of Teacher Education is both scientific and objective, encompassing formative and summative assessments. Trainees are informed about the evaluation process at the beginning of the program through orientation courses and the academic calendar. Records of attendance, internal, and external examinations are documented and made available on the website. Continuous internal assessment and suitable pedagogical approaches are used to achieve stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Internal marks are displayed on notice boards and trainee portals, and trainees are shown their evaluated answer copies, with university experts present to address any grievances. This transparent evaluation process ensures trainee satisfaction and trust in the system.

Infrastructure and Learning Resources

T.N. Rao College of Teacher Education stands as a beacon of educational excellence, supported by a 3-acre campus with comprehensive facilities designed to nurture holistic development.

Our classrooms, crafted to meet NCTE standards, are environments that inspire. With spacious layouts and optimal ventilation, each classroom accommodates over 60 trainees comfortably. Equipped with green boards, flannel boards, and modern teaching aids, these spaces support activities like lectures, mentor group meetings, micro-teaching sessions, seminars, paper presentations, association activities, and examinations, ensuring a dynamic and engaging learning experience.

The Computer Lab, housing 200 computers with high-speed internet connectivity, is pivotal in developing ICT and communication skills among trainees. The lab, equipped with updated MS Office software, provides hands-on training in technology-enhanced teaching methodologies. Our Language Lab, centered around the Language Corner and Reading Room, hones essential English language skills, exceeding the evolving expectations of the teaching profession.

The Educational Technology Room and e-content Development Studio are innovation hubs, equipped with projectors, LCD screens, and a Vlogging Accessories Kit. These resources empower trainees to integrate cutting-edge educational technologies into their teaching practices, fostering a rich and immersive learning environment.

Our Psychology Lab, equipped with advanced psychological tests and tools, supports research and practical experiments for B.Ed. and M.Ed. trainees, enhancing their understanding and application of psychological principles in educational contexts.

For artistic and aesthetic development, the Art and Craft cum Music Resource Centre provides a creative space where trainees engage in musical rehearsals and art activities, showcasing their talents and fostering an appreciation for the arts.

Beyond academics, our campus features essential amenities including a Prayer/Assembly Room with modern

sound equipment, a fully Wi-Fi-enabled environment, sports fields, a Fitness Centre, and ample parking. These facilities cater to the physical well-being and convenience of our community.

In summary, T.N. Rao College of Teacher Education offers an ecosystem that nurtures academic excellence and personal growth. Our infrastructure is designed to inspire, innovate, and empower future educators, preparing them to meet the challenges of a rapidly evolving educational landscape.

Student Support and Progression

The Student Support and Progression at T.N. Rao College of Teacher Education is robust, providing a nurturing and comprehensive environment for all trainees. The Student Council plays a pivotal role in fostering a vibrant campus life, engaging in community service, cultural celebrations, and environmental initiatives, which enrich the overall student experience.

Partnering with the Rotaract Club, the council manages the Playhouse at Rashtriya Shala, offering hands-on learning experiences that nurture creativity and support children's educational journeys. Additionally, the council volunteers at Sneh Nirjar, a school for individuals with mental challenges, fostering empathy and inclusivity among students while addressing diverse societal needs. The council celebrates national pride and cultural heritage through activities like crafting and distributing Rakhis on Kargil Vijay Diwas and fundraising for Shreeji Gaushala during Janmashtami, underscoring the college's commitment to community support and cultural unity.

The Student Council also promotes environmental responsibility through the Green Sweep Initiative, organizing cleaning drives and awareness campaigns to advocate for sustainability. Furthermore, the council prioritizes holistic student development by organizing educational trips under the "Wisdom on Wheels" program, celebrating educators on Teacher's Day, and visiting the Old Age Home to nurture intergenerational connections. Cultural enrichment is promoted through events like Rangoli competitions, Independence Day festivities, and Friendship Belt Making activities, fostering a sense of community among students.

Alumni play a significant role in supporting student progression. Distinguished alumni actively participate in curriculum development, offering valuable insights to ensure the curriculum remains relevant. They also engage in youth welfare and community activities, contributing to fundraising efforts and supporting Rotaract memberships. Alumni-led initiatives, such as Komal Goswami's TET and TAT exam sessions and Vinit Chaniyara's CTET preparation session, exemplify their leadership and impact. Additionally, alumni involvement in orientation programs, mentorship, and financial contributions further bolster student support.

The institution provides additional support to needy trainees through various means, including monetary help from external sources such as banks, outside accommodation at reasonable rents, and the appointment of a Dean of Student Welfare and a Placement Officer. Concessions in tuition and hostel fees, along with group insurance (health/accident), are also offered.

In summary, the Student Support and Progression at T.N. Rao College of Teacher Education is comprehensive and multifaceted, ensuring that students receive the guidance, resources, and opportunities needed for their academic and personal growth. Through the combined efforts of the Student Council, alumni, and institutional support, trainees are well-equipped to excel and make meaningful contributions to society.

Governance, Leadership and Management

T.N. Rao College of Teacher Education, governance, leadership, and management are effectively demonstrated through a comprehensive system of decentralized committees and participative management. This structure ensures that all stakeholders are engaged in decision-making processes, fostering a collaborative environment conducive to institutional growth and effectiveness.

The college utilizes a network of specialized committees, including the College Management Committee (CMC), IQAC Committee, Curriculum Planning Meeting, Youth Welfare Committee, Research Committee, and various committees addressing specific community needs such as SC-ST, OBC, and Minority groups. Additionally, the Internal Complaint Committee, Grievance Redressal Cell, and Anti-Ragging Cell are integral to maintaining a supportive and responsive institutional atmosphere. Each committee is meticulously documented, ensuring transparency and accountability in governance.

This decentralized approach allows for a bottom-up decision-making process, where contributions from various segments of the institution's community are valued and considered. Stakeholders actively participate in committees that align with their expertise and interests, leading to informed decisions that address both academic and administrative needs. This participative management strategy is central to the institution's commitment to inclusivity and collective responsibility.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies. Its multifaceted responsibilities ensure that quality permeates every aspect of the institution's operations, from academic programs to administrative processes. The IQAC's focus on continuous improvement helps advance educational standards and enhances institutional effectiveness.

Furthermore, T.N. Rao College prioritizes the well-being of its teaching and non-teaching staff through comprehensive welfare measures. These initiatives are designed to support staff in their professional and personal development, contributing to a positive and productive work environment.

Overall, the governance, leadership, and management framework at T.N. Rao College of Teacher Education reflects a commitment to excellence, transparency, and participatory decision-making. The institution's strategic planning, coupled with its rigorous quality assurance processes and welfare initiatives, underscores its dedication to fostering a thriving educational environment.

Institutional Values and Best Practices

At T.N. Rao College of Teacher Education, our commitment to holistic education is reflected in our proactive approach to addressing social, environmental, and community issues, alongside our integration of advanced ICT tools. Our diverse initiatives, such as visits to orphanages, participation in N.S.S. camps, blood donation drives, and interactions with old age homes, underscore our dedication to fostering awareness and empathy among our students. These activities, including remedial programs for children with special needs, the Helping Hands program, and community work for Swachh Abhiyaan and Cancer Awareness workshops, provide invaluable hands-on experiences and reinforce our ethical framework.

The "Teaching the Deprived" initiative exemplifies our commitment to inclusive education. Launched in 2019, this practice focuses on equitable access and personalized learning through innovative techniques. Our trainees support programs like the Playhouse at Rashtriya Shala, collaborate with the Government of Gujarat's

"Wisdom on Wheels" project, and engage with "Sneh Nirzar" to assist children with mental challenges. This approach not only addresses socio-economic and cultural barriers but also equips trainees with essential skills and fosters a sense of community responsibility.

In parallel, our practice of preparing trainees for competitive exams, which began in 2019, emphasizes enhancing subject knowledge, pedagogical skills, and test-taking strategies. This comprehensive approach, supported by faculty expertise and specific resources, has resulted in high pass rates for exams like TET, TAT, and CTET.

Central to our educational strategy is the integration of advanced ICT tools. Our Learning Management System (LMS) provides a platform for students to manage online internship journals and access lesson planners, ensuring comprehensive documentation and accessibility of their academic progress. This ICT integration aligns with our values of transparency, efficiency, and modern pedagogical practices, enhancing both academic and practical aspects of education.

Overall, these best practices illustrate T.N. Rao College of Teacher Education's dedication to creating socially responsible, well-rounded individuals, equipped with academic knowledge and a strong sense of community engagement.

Research and Outreach Activities

At T.N. Rao College of Teacher Education, a diverse array of activities reflects our commitment to fostering holistic development among students and enhancing community engagement. These activities span cultural events, community service, intercollege competitions, and educational visits, all contributing to a well-rounded educational experience.

Cultural Events include engaging performances and festivals such as the Youth Festival - Kala Mahotsav at Saurashtra University and the concerts by Darshan Raval and Tonny Kakkar. These events not only offer students opportunities to showcase their talents but also celebrate cultural heritage, fostering a sense of identity and pride.

Community Service plays a significant role in our institutional ethos. Programs such as the World Cancer Day awareness initiative by Rajkot Police Commissioner, tree plantation drives, and various campaigns like "Turn off the Engine" and "Save Petrol" highlight our dedication to social responsibility. Other notable initiatives include managing playhouses, promoting disability awareness, and volunteering at charitable trusts and old age homes. These activities underscore our commitment to community development and social sensitivity.

Intercollege Competitions provide platforms for students to excel in various fields. Events like the Youth Festival - Kala Mahotsav, Manovigyan Mela, and Sanskrit Path Vanvhan collaboration with Saurashtra University offer students opportunities to compete, collaborate, and grow academically and personally.

Community-Based Practice Teaching initiatives, including celebrations of Republic Day and World Water Day at practice teaching schools, emphasize practical teaching applications and community involvement. These activities integrate academic learning with real-world practice, preparing students for effective teaching careers.

Educational Visits to places like the DPEO Office, Ramnik Kuwarba Vrudh Ashram, and various military and educational institutions provide students with firsthand insights into different fields. These visits enrich their

understanding and contribute to their overall educational journey.

In summary, the broad spectrum of activities at T.N. Rao College of Teacher Education demonstrates our commitment to cultural enrichment, community service, academic excellence, and practical learning. Each activity is thoughtfully designed to enhance the students' educational experience and contribute positively to society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	T.N.RAO COLLEGE OF TEACHER EDUCATION
Address	B/H Computer Bhavan , ADJ Saurashtra University Campus
City	Rajkot
State	Gujarat
Pin	360005
Website	tnraocollegeofteachereducation.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bharti Rathod	0281-2970471	9898530007	-	shubham@tnraocollege.org
IQAC / CIQA coordinator	Mital Vora	0281-2970472	9428202441	-	mitalvora@tnraocollege.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Gujarat	Saurashtra University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	31-05-2015	120	

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	B/H Computer Bhavan , ADJ Saurashtra University Campus	Urban	3	4524.36

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Any Bachelors Degree	Gujarati	200	200
PG	MEd,Education,	24	Bachelor of Education	Gujarati	50	50

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				18			
Recruited	0	2	0	2	0	1	0	1	2	11	0	13
Yet to Recruit	0				1				5			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	5	0	0	5
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	1	0	2	4	0	9
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	2	0	0	1	0	2	11	0	16
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	77	0	0	0	77
	Female	123	0	0	0	123
	Others	0	0	0	0	0
PG	Male	20	0	0	0	20
	Female	30	0	0	0	30
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	29	16	24
	Female	8	23	12	16
	Others	0	0	0	0
ST	Male	6	41	41	26
	Female	20	23	56	50
	Others	0	0	0	0
OBC	Male	24	39	41	18
	Female	57	45	42	32
	Others	0	0	0	0
General	Male	38	20	45	45
	Female	120	55	16	33
	Others	0	0	0	0
Others	Male	0	0	3	2
	Female	0	0	3	4
	Others	0	0	0	0
Total		283	275	275	250

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	At T.N. Rao College of Teacher Education, we are committed to a dynamic and forward-thinking approach to teacher training, which emphasizes both multidisciplinary and interdisciplinary perspectives. Our institution recognizes that effective teaching extends beyond the confines of traditional methods and curricula, encompassing a comprehensive understanding of human development across multiple dimensions: intellectual, aesthetic, social, physical, emotional, and moral. This holistic approach is central to our mission of developing well-rounded educators who are equipped to meet the diverse needs of their students. To achieve this, we offer a diverse array of programs designed to cater to the individual

	interests and aspirations of our trainees, particularly those enrolled in our Bachelor of Education (B.Ed.) and Master's in Education (M.Ed.) programs. Our curriculum goes beyond the basics of teacher education by incorporating skill-based learning and value-added courses that span various disciplines. This approach ensures that our trainees gain a broad and nuanced understanding of the educational landscape, preparing them to adapt to and thrive in an ever-evolving field. We are steadfast in our commitment to holistic education, continually seeking to expand learning opportunities and cultivate significant partnerships that enhance our educational offerings. Our programs are designed to provide practical experiences and foster critical thinking, creativity, and adaptability among our students. By integrating contemporary educational theories with practical application, we ensure that our trainees are well-prepared to navigate the complexities of modern education. Furthermore, our focus on multidisciplinary and interdisciplinary learning reflects our belief that effective educators must be versatile and well-informed across various domains. We strive to create a learning environment that encourages exploration and growth, equipping our students with the skills and knowledge necessary to excel in diverse educational settings. In summary, T.N. Rao College of Teacher Education is dedicated to producing exceptional educators through a holistic and dynamic approach to teacher training. By offering a rich blend of theoretical and practical experiences, we prepare our trainees to become adaptable, insightful, and impactful professionals in the field of education.
2. Academic bank of credits (ABC):	.N. Rao College of Teacher Education has proactively aligned with the Academic Bank of Credits (ABC) framework in accordance with the National Education Policy (NEP) guidelines. In response to the NEP's emphasis on flexible and modular learning, the Institute has taken significant steps to integrate the ABC system into its academic processes. For all trainees enrolled from the academic year 2021, the Institute has assigned unique ABC IDs. These IDs facilitate the accurate tracking and recording of academic credits. The relevant details associated with these credits have been promptly communicated to the affiliating University to ensure

	that credits earned by the trainees are reflected on their official marksheets through the National Academic Depository (NAD) portal. To enhance the accessibility and transferability of these credits, T.N. Rao College has integrated with the ABC Digilocker platform. This integration allows trainees to conveniently view, access, and manage their accumulated credits through the Digilocker system once they are uploaded by the affiliating IITE University. The platform provides a user-friendly interface, ensuring that trainees can efficiently track their academic progress and transfer credits as needed. Understanding the importance of effective navigation and support within the ABC framework, the Institute has appointed a dedicated Nodal Officer for Academic Bank of Credits. This officer serves as a primary point of contact for trainees, offering comprehensive assistance, counseling, and guidance to ensure that trainees make the most of the ABC Digilocker platform. The Nodal Officer is well-versed in the procedures and functionalities of the ABC system, playing a crucial role in facilitating a smooth experience for trainees. In summary, T.N. Rao College of Teacher Education has successfully implemented the Academic Bank of Credits system for its trainees from 2021 onward. The integration with the NAD portal and the appointment of a dedicated Nodal Officer highlight the Institute's commitment to providing a supportive and efficient framework for managing and leveraging academic credits in alignment with NEP guidelines.
3. Skill development:	At T.N. Rao College of Teacher Education, skill development is a cornerstone of our educational philosophy. We recognize that practical competencies are crucial for our trainees to navigate the evolving demands of today's dynamic landscape. To this end, we offer a comprehensive range of value-added courses designed to equip individuals with globally relevant skills that align with the needs of employers, society, and the local community. Our strategic partnership with Wisdom School significantly enhances our curriculum, ensuring that our trainees are well-prepared for the challenges and opportunities of the modern world. This collaboration enables us to integrate advanced training modules and innovative teaching methods into our programs, further enriching the learning experience. Our value-added

	courses cover a diverse array of essential topics that address contemporary educational needs and technological advancements. These include: Harnessing ICT for Online Teaching: Equipping trainees with the skills to effectively utilize Information and Communication Technology (ICT) in online education settings. Google Classroom Training: Providing hands-on training on Google Classroom tools to streamline classroom management and enhance virtual learning experiences. ICT for Effective Online Teaching: Focusing on advanced ICT strategies to improve online teaching effectiveness and engagement. Transformative Education with Google: Exploring how Google's educational tools can transform teaching methodologies and student learning. Utility Tools: Introducing various utility tools that support efficient teaching and administrative tasks. Use of Social Media in Education: Training on leveraging social media platforms for educational purposes and student engagement. E-Learning Platforms: Familiarize trainees with different e-learning platforms to broaden their teaching strategies and resource utilization. These initiatives underscore our unwavering commitment to developing well-rounded educators who possess the requisite skills to excel in a global context. By integrating cutting-edge technology and innovative teaching practices into our curriculum, T.N. Rao College of Teacher Education ensures that our trainees are not only adept in their subject areas but also proficient in the modern tools and techniques that define successful teaching in the 21st century.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	At T.N. Rao College of Teacher Education, we are deeply committed to integrating the Indian Knowledge System (IKS) into our teacher training programs, recognizing its essential role in preserving and perpetuating India's rich heritage. Our approach emphasizes the importance of IKS in fostering a deep appreciation for the country's cultural, linguistic, and spiritual traditions. To celebrate and showcase the richness of Indian culture, we organize a variety of events and competitions, including essay writing, elocution, poem writing, and creative writing in regional languages. We also actively participate in cultural activities such as Navaratri, Janmashtami, and Bhasha Divas (Hindi), which further enrich our

	trainees' understanding of India's diverse cultural landscape. Sanskrit Shlok Pathan sessions and Rakhi celebrations with soldiers highlight our commitment to preserving traditional practices and fostering a sense of national pride. Our curriculum reflects this commitment by ensuring equal emphasis on all four major Indian languages. This approach allows our trainees to experience and engage with India's diverse linguistic and cultural landscape, providing a well-rounded education that includes the study of various regional languages and traditions. Through these initiatives, trainees gain invaluable insights into the Indian Knowledge System, including its spiritual ethos and cultural heritage. In collaboration with Saurashtra University, T.N. Rao College actively contributes to the preservation and promotion of Indian heritage. This partnership enriches our educational programs and provides trainees with a comprehensive understanding of India's historical and cultural context. We also have the honor of hosting Param Pujya Jashree Didi from Pandurang Shastri, who contributes to our cultural and spiritual programs, further deepening our engagement with IKS. Our efforts are aimed at developing leadership skills, delivering quality education, and instilling spiritual and socio-economic values in our trainees. By integrating the wisdom of the past into contemporary educational practices, T.N. Rao College of Teacher Education plays a crucial role in nurturing future educators who are deeply connected to and appreciative of the Indian Knowledge System. This integration not only enhances their educational journey but also equips them to contribute meaningfully to the preservation and promotion of India's rich cultural heritage.
5. Focus on Outcome based education (OBE):	At T.N. Rao College of Teacher Education, we place a strong emphasis on Outcome-Based Education (OBE) as a core element of our teacher training programs. Our curriculum, developed in collaboration with Saurashtra University, is meticulously designed to ensure that trainees achieve essential learning outcomes, adhering closely to the guidelines set by the National Council for Teacher Education (NCTE). Our primary goal is to prepare educators who are well-equipped to address the demands of the modern educational landscape. To support this objective, we provide ongoing updates

	and enhancements to our trainees' knowledge through a variety of platforms. These include awareness programs, workshops, webinars, conferences, expert talks, and training in instructional strategies and technological advancements. By integrating these diverse learning opportunities, we ensure that our trainees are well-versed in the latest educational practices and technologies. Continuous improvement is integral to our approach. We actively solicit and utilize feedback from our trainees to assess and refine the effectiveness of our educational outcomes. This feedback mechanism is crucial for mapping our progress and ensuring that our programs remain responsive to the evolving needs of the education sector. Through this iterative process, T.N. Rao College of Teacher Education strives for excellence in delivering high-quality teacher education. Our commitment to OBE ensures that our programs are not only aligned with industry standards but also dynamically adapted to meet the changing requirements of the education field. By combining collaborative curriculum design, continuous knowledge updates, and effective feedback systems, we aim to produce educators who are not only well-prepared but also adaptable and impactful contributors to the field of education. In summary, our focus on Outcome-Based Education reinforces our dedication to providing a comprehensive, responsive, and forward-thinking approach to teacher training. This ensures that our graduates are equipped with the skills and knowledge necessary to excel in a rapidly evolving educational environment.
6. Distance education/online education:	T.N. Rao College of Teacher Education is dedicated to integrating digital education to enrich the learning journey of its students. Our commitment to leveraging technology is evident through several key initiatives designed to enhance the quality and accessibility of education: Google Classroom Integration: Recognizing the value of digital platforms, the college has adopted Google Classroom to facilitate online learning. This platform enables teachers to efficiently manage assignments, distribute learning materials, and engage in discussions. Students benefit from streamlined access to course content and collaborative opportunities, which significantly enhances the virtual classroom experience. YouTube Channel Development:

Understanding the effectiveness of video content for diverse learning styles, the college maintains a YouTube channel where lectures, tutorials, and supplementary resources are regularly uploaded. This channel serves as a repository of archived content, allowing students to revisit lessons and study at their own pace, accommodating various schedules and learning preferences. Online Learning Platforms: To create interactive and engaging online learning environments, T.N. Rao College utilizes a combination of Google Classroom and Zoom. Google Classroom organizes course materials, while Zoom facilitates real-time lectures and discussions. This integrated approach offers a holistic online learning experience, promoting student engagement and catering to different learning styles. G Suite Implementation: To streamline administrative tasks and enhance collaboration, the college has implemented G Suite for Education. This suite includes productivity tools such as Gmail, Google Drive, and Google Docs, which facilitate communication and project collaboration among faculty, staff, and students. In summary, T.N. Rao College of Teacher Education is committed to harnessing technology to improve education quality and accessibility. Through initiatives like Google Classroom integration, YouTube channel development, the use of online learning platforms, and G Suite implementation, the institute provides a dynamic and supportive online learning environment, empowering students to excel academically and professionally.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club is a platform to engage students through interesting activities and hands-on experiences to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. The Electoral Literacy Club was set up at TN Rao College of Teacher Education on 10th October 2020.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	The Electoral Literacy Clubs (ELCs) at TN Rao College of Teacher Education benefit from the dedicated support of appointed student coordinators,

are representative in character?	Lotiya Bhavika and Parekh Chandni, along with coordinating faculty members chosen by the institution. These appointed leaders play a pivotal role in ensuring the functionality and representativeness of the ELCs. Their guidance not only facilitates the smooth operation of the clubs but also enhances the inclusivity and diversity of perspectives within the electoral literacy initiatives. The collaborative efforts of students and faculty underscore the college's commitment to fostering active engagement, democratic values, and a sense of civic responsibility among its student body.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Clubs (ELCs) at TN Rao College of Teacher Education engage in a range of innovative programs and initiatives. These include: Voluntary Contributions: Students participate in electoral processes, including voter registration drives for both students and their communities, and assist district election administration in the conduct of polls. Voter Awareness Campaigns: The ELCs run campaigns promoting ethical voting and work to enhance the participation of underprivileged sections of society, such as transgender individuals, disabled persons, and senior citizens. The institute conducts several activities to raise awareness among students and employees about their constitutional rights and responsibilities. These activities include: Constitutional Day: Held annually on November 26th, this day includes a pledge taken by all students and staff members. Youth Day, Voter Awareness Programs, Legal Awareness Programs, and Voter Registration Drives: These events help inculcate values, rights, duties, and responsibilities of citizens. The college's Electoral Literacy Club (ELC) regularly conducts voter awareness programs. Special speeches on the importance of voting and its role in protecting constitutional obligations are organized under the ELC. The success of democracy depends on strong legislation by electing the right people to uphold constitutional values and social justice. In this regard, the Systematic Voters' Education and Electoral Participation (SVEEP) program was organized to create awareness about the value of voting among students. Additionally, the college undertakes socially relevant projects and initiatives related to electoral issues. These include research projects, surveys, awareness drives, content creation, and

	publications highlighting the college's contribution to advancing democratic values and participation in electoral processes. Efforts to institutionalize voter registration mechanisms are evident, with the ELC identifying and registering eligible students above 18 years who are not yet enrolled in the electoral roll. Furthermore, the Youth Welfare Committee organizes a voter awareness program annually, and the college itself holds a voting booth during elections, demonstrating its commitment to fostering active engagement and civic responsibility among its students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	T.N. Rao College of Teacher Education is deeply committed to advancing democratic values and enhancing participation in electoral processes. Our college actively engages in various socially relevant projects and initiatives focused on electoral issues, with a particular emphasis on research, surveys, awareness drives, and content creation. Voter Awareness Programs: As part of their Internship Program, B.Ed trainees are required to participate in voter awareness initiatives aimed at both students and parents. These programs are designed to educate the community about the importance of voting, the electoral process, and democratic participation. Trainees organize workshops, seminars, and informational sessions to disseminate crucial information and encourage informed voter participation. Research Projects and Surveys: The college undertakes research projects and surveys to understand the dynamics of electoral participation and voter behavior. These research initiatives help in identifying challenges and areas for improvement in the electoral process. Findings from these projects are often published and shared with relevant stakeholders to contribute to the ongoing dialogue on electoral reforms and democratic engagement. Awareness Drives: The college organizes and participates in awareness drives that focus on electoral issues. These drives include campaigns to increase voter registration, educate voters on their rights and responsibilities, and promote the significance of each vote in shaping democratic outcomes. Activities such as street plays, poster exhibitions, and social media campaigns are employed to reach a broader audience and foster a culture of active participation in elections. Content Creation and Publications: To

	further support democratic values, the college creates and publishes content related to electoral processes. This includes informational brochures, pamphlets, and articles that highlight key aspects of voting and democracy. These publications are distributed through various channels to raise awareness and engage the community in discussions about electoral issues and their impact on society. Community Engagement: Through these initiatives, T.N. Rao College of Teacher Education plays a vital role in advancing democratic values and fostering a culture of civic responsibility. By involving B.Ed trainees in voter awareness programs and conducting research on electoral issues, the college contributes significantly to the promotion of informed and active participation in the electoral process. In summary, T.N. Rao College of Teacher Education is dedicated to enhancing democratic engagement through targeted voter awareness programs, research projects, and community-driven initiatives. These efforts not only advance democratic values but also empower individuals to take an active role in shaping their democratic institutions.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	T.N. Rao College of Teacher Education is dedicated to actively involving students above 18 years in the electoral process, ensuring they understand and participate in the democratic system. The college has established effective mechanisms through its Electoral Literacy Clubs (ELCs), which are central to these efforts. Voter Awareness Programs and Registration Drives: The ELCs spearhead various initiatives aimed at raising awareness about the importance of voting. These programs include educational sessions on the electoral process, the significance of voter registration, and the impact of informed voting. The college organizes voter ID registration drives to facilitate the enrollment of eligible students in the electoral roll. Inclusive Outreach Efforts: Recognizing the diverse backgrounds of students, including those from underprivileged sections of society, the ELCs focus on reaching out to all student segments. By ensuring that every eligible student is informed and registered, the college fosters a more inclusive approach to electoral participation. Institutional Commitment to Voter Registration: T.N. Rao College integrates voter registration mechanisms into its regular activities,

	promoting a systematic and sustained approach to engaging students in the democratic process. This commitment helps in institutionalizing voter registration and encourages a culture of civic responsibility. Fostering Active Citizenship: Through these initiatives, T.N. Rao College aims to instill a sense of civic duty among its students, contributing to a culture of active citizenship. By actively involving students in electoral processes and ensuring they are well-informed, the college enhances democratic participation and engagement. In summary, T.N. Rao College of Teacher Education is committed to maximizing student enrollment in the electoral roll and promoting democratic values through proactive voter awareness programs, registration drives, and inclusive outreach. These efforts underscore the college's dedication to fostering responsible and informed citizens who are actively engaged in the democratic process.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
525	550	558	533	500

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
250	250	250	250	250

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
124	124	124	124	124

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
274	277	250	236	191

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
255	273	230	236	188

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
275	275	275	283	250

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
16	20	22	18	17

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	22	22	22
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
103.9346519	74.0322779	20.4023841	40.9274828	34.2901228
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 220

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

T.N. Rao College of Teacher Education is dedicated to effectively implementing its curriculum, ensuring alignment with the broader vision and mission of the affiliating university. To achieve this, the college has established a regular in-house practice of planning, reviewing, and revising the curriculum, adapting it to local contexts and needs. This process is overseen by an in-house Curriculum Planning Committee that meets annually and comprises the Principal, faculty members, trainees, external experts, alumni, and industry representatives. The collaborative efforts of this committee aim to tailor the curriculum to address specific local requirements and community needs.

The committee's responsibilities encompass curriculum review, suggesting activities for the upcoming academic year, and proposing value-added and add-on courses. Emphasizing community engagement, the committee suggests outreach programs beneficial to the local community. Beyond the university curriculum, the committee recommends additional topics at the institute level, ensuring a comprehensive educational experience.

Decisions made by the committee undergo scrutiny by the Internal Quality Assurance Cell (IQAC) and the Steering Committee of T.N. Rao College before implementation. Stakeholder feedback, received from experts, employers, teaching practice schools, trainees, alumni, and teachers, plays a crucial role in shaping academic planning. Pertinent feedback related to the university curriculum is conveyed to the university officials by the Principal, maintaining a continuous feedback loop for informed actions.

The in-house Curriculum Planning Committee, a key component, approves course content for value-added and add-on courses. It actively reviews results from internal and university examinations, addresses trainee grievances related to examinations, and suggests mid-course corrections based on feedback. Including a student representative in the committee ensures a holistic perspective, with trainee feedback informing mid-course corrections and aligning content with employability and societal needs.

The IQAC/Steering Committee strategically plans academic activities annually, considering the university calendar. External experts are invited to uphold educational quality and objectivity. The college's proactive approach is evident in its commitment to continuously improving the curriculum. As an affiliated institution, T.N. Rao College forwards feedback to the university, influencing changes and improvements.

Practice teaching schools are integral to this collaborative approach, providing real-world insights and enriching the curriculum. MOUs with these schools facilitate trainee internships, ensuring practical experiences. This collaborative effort creates a dynamic and responsive curriculum, nurturing well-

prepared and adaptable educators.

In addition to the university curriculum, the college designs additional topics at the institute level. Mid-course feedback from the trainees is collected and acted upon. Actions are taken in meetings involving trainees, faculty, experts, and practice teaching school representatives. The in-house committee suggests programs for the upcoming academic session, with details approved by the Curriculum Revision Committee and added to Vasarika, the year plan.

T.N. Rao College of Teacher Education's commitment to curriculum excellence is underscored by its inclusive and proactive approach, involving all stakeholders. This collaborative effort ensures a dynamic and responsive educational landscape, preparing educators to meet the evolving challenges of the education sector.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document

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 last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

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

Response: 100

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
17	15	15	15	15

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
17	15	15	15	15

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 2.8

1.2.2.1 **Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	6	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 25.66

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
189	187	198	50	60

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 29.48

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
173	178	67	174	194

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)

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

Response:

The curriculum at T.N. Rao College of Teacher Education is meticulously designed to foster comprehensive development among its trainees, equipping them with a robust blend of knowledge, skills, values, and attitudes essential for effective teaching in diverse educational settings.

Central to the curriculum is a strong emphasis on hands-on training, complementing theoretical learning with practical application. This approach ensures that students not only grasp foundational knowledge but also develop the proficiency to implement this knowledge in real-world educational scenarios. Throughout their course of study, students engage in a structured series of activities aimed at progressively enhancing their teaching competencies.

In the initial semesters, students focus on foundational skills through activities such as micro lessons (2 credits), bridge lessons (2 credits), and book reviews (2 credits). These exercises allow them to hone their instructional techniques in a controlled environment while sharpening their critical thinking and analytical abilities by evaluating educational literature.

As students progress, they embark on more complex tasks, including stray lessons (2 credits), unit lessons (2 credits), and computer practicals (2 credits). These activities encourage creativity, adaptability, and digital literacy skills necessary for effective teaching in the digital age. The curriculum also includes structured internships where students spend significant time in actual classroom settings. This hands-on experience allows them to apply theoretical knowledge, manage diverse student dynamics, and refine their instructional strategies under the guidance of experienced educators.

The curriculum at T.N. Rao College of Teacher Education is meticulously crafted to nurture comprehensive development among its trainees, equipping them with a robust blend of knowledge, skills, values, and attitudes essential for effective teaching in diverse educational settings.

Integrated Approach to Learning and Hands-on Training

Central to the college's curriculum is a strong emphasis on integrating theoretical learning with practical application. This approach ensures that trainees not only acquire foundational knowledge but also develop the proficiency to apply this knowledge effectively in real-world educational contexts. Throughout their course of study, trainees engage in a structured series of activities designed to progressively enhance their teaching competencies.

In the initial semesters of the B.Ed. program, trainees focus on building foundational skills through various activities. They participate in micro lessons, bridge lessons, and book reviews, each contributing 2 credits. These activities provide them with opportunities to refine their instructional techniques, enhance their critical thinking abilities through the evaluation of educational literature, and develop their analytical skills.

Concurrently, trainees undertake psychology practicals (1 credit) and work on developing research proposals (1 credit). These components of the curriculum immerse trainees in educational research methodologies and psychological assessment techniques early on, laying a strong foundation for deeper exploration in subsequent semesters.

As trainees progress through the program, they engage in more complex tasks such as stray lessons (2 credits), unit lessons (2 credits), and computer practicals (2 credits). These activities are designed to foster creativity, adaptability, and digital literacy skills, all crucial for effective teaching in the digital age. The structured internships offered by the college play a pivotal role in trainees' professional development. Spending significant time in actual classroom settings allows them to apply theoretical knowledge, manage diverse student dynamics, and refine their instructional strategies under the guidance of experienced educators.

The culmination of the B.Ed. Program

The culmination of the B.Ed. program occurs in the final semester, marked by intensive dissertation work and preparation for the research paper. During this phase, trainees undertake an internship (10 credits), finalizing their lesson plans and completing viva voce and computer viva assessments (2 credits each). This comprehensive integration of theoretical learning with practical teaching scenarios prepares trainees thoroughly for the challenges and responsibilities they will face in their teaching careers.

M.Ed. Program: Advanced Training and Research

In the M.Ed. program, trainees continue their educational journey with a focus on advanced training and research. In the first semester, they engage in research proposal development (1 credit) and participate in psychology practicals (1 credit). These activities aim to deepen their understanding of research methodologies and psychological assessment techniques, essential for conducting educational research effectively.

The second semester of the M.Ed. program emphasizes dissertation work and a 15-day internship (2 credits each). This phase provides trainees with opportunities to apply advanced research skills, conduct in-depth analyses, and gain practical teaching experience under professional supervision.

In the third semester, trainees further their dissertation work (2 credits), engage in a 4-week internship (4 credits), and prepare a research paper (1 credit). This intensive period allows them to consolidate their expertise in educational research, contribute to academic discourse, and refine their teaching practices based on their research findings.

Skills Development and Value-Added Courses

Beyond the core academic components, T.N. Rao College of Teacher Education places a strong emphasis on skills development through a variety of value-added and self-study courses. These courses are designed to equip trainees with practical skills relevant to modern educational contexts, such as leveraging ICT for online teaching, mastering interpersonal connections, and understanding foundational principles of computing and cyber security.

Courses like leveraging ICT for online teaching equip trainees with skills to create engaging and interactive online content, while mastering interpersonal connections helps them enhance communication and relationship-building within educational communities. Understanding foundational principles of computing and cyber security ensures that trainees are equipped to navigate digital environments responsibly and securely.

Holistic Development and Practical Experience

The college's commitment to holistic development is further underscored by initiatives like Rashtriya Shala and Sneh Nirjar. Rashtriya Shala provides practical experience in educational management and child development through immersion in a playhouse environment. This initiative helps trainees develop hands-on experience in managing educational activities and understanding child development, emphasizing **values-based education and societal contribution**.

Similarly, Sneh Nirjar exposes trainees to practical aspects of teaching and managing classrooms for

individuals with special needs. Engaging with students and faculty at Sneh Nirjar enhances trainees' understanding of effective teaching methodologies, behavioral management strategies, and the holistic development of individuals with special needs.

Conclusion

In essence, the curriculum at T.N. Rao College of Teacher Education is a testament to its commitment to preparing educators who are not only knowledgeable and skilled but also imbued with a deep sense of values and attitudes essential for shaping the future of education. By blending theoretical foundations with practical application and values-based learning, the college ensures that its graduates emerge as competent, compassionate, and effective educators ready to meet the challenges of today's educational landscape.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

At T.N. Rao College of Teacher Education, the B.Ed curriculum features a critical course titled "PE-4 School Policies and Administration," carrying 4 credits. This course is meticulously designed to familiarize trainees with the diverse landscape of educational systems in India and globally, emphasizing inclusive practices and effective administration.

Field Visits to Diverse Educational Institutions

Integral to the "PE-4 School Policies and Administration" course are field visits that offer trainees firsthand exposure to varied educational practices across different school types and administrative settings.

1. Visit to the District Primary Education Officer (DPEO) Office

Trainees engaged with Saradava Sir at the DPEO office, gaining insights into educational policy-making and administration at the district level. This visit underscored the leadership's role in implementing policies that cater effectively to diverse student needs, enhancing trainees' understanding of educational governance and strategic management in fostering inclusive learning environments.

2. Visit to Shala Number 67 – Resource Center for Disabled Children

A notable visit was to Shala Number 67, a specialized resource center for disabled children in Rajkot. Trainees observed tailored educational strategies and resources designed to support students with disabilities, highlighting practical applications of inclusive education principles. This experience emphasized the importance of accessible learning environments and personalized support for all students.

Expert Sessions on Educational Diversity and Administration

Complementing field visits, expert sessions enriched the curriculum by offering theoretical and practical perspectives on managing educational diversity:

Session on Duties of BRC and CRC under Samagra Shiksha Abhiyan

Mrs. Pooja Paija and Mr. Gautam Indrodiya conducted sessions elucidating the roles of Block Resource Coordinators (BRCs) and Cluster Resource Coordinators (CRCs) under Samagra Shiksha Abhiyan. Trainees gained insights into their pivotal roles in supporting schools and ensuring effective policy implementation to enhance educational quality. These sessions facilitated discussions on operational aspects of educational administration and strategies for managing diversity at the grassroots level.

Insights from Esteemed Educators and Experts

The curriculum featured sessions with distinguished educators and experts offering diverse insights:

- Dr. Nidatt Barot: Discussed multilingual education and managing cultural diversity within schools.

- Dr. Ramesh Sakhiya: Shared practical strategies for managing diverse classrooms and implementing inclusive teaching practices.

- Dr. Nishat Babi: Emphasized inclusive education policies and strategies to meet diverse student needs.

- Dr. Nayan Jobanputra: Explored the role of technology in supporting educational diversity and enhancing learning accessibility.

- Dr. Janak Makwana: Highlighted leadership's role in fostering inclusive school environments.

- Dr. Shilpa Dave: Addressed gender equity issues and strategies for supporting girls' education.

- Meghjja Nandji: Advocated for moral and value education in diverse cultural contexts.

- Nirav Mehta: Shared practical approaches for creating inclusive classroom environments in primary schools.

- Dr. Balvant Jani: Discussed the significance of regional languages and cultural education in promoting diversity within schools.

- Juhi Mankand: Explored challenges in school administration and leadership's crucial role in managing educational diversity.

- Dr. Hirva Adhvaryu : School System and Policies in Australia

Conclusion

Through immersive field visits and insightful expert sessions, the "PE-4 School Policies and Administration" course equips trainees at T.N. Rao College of Teacher Education with a comprehensive understanding of educational diversity. Graduates emerge prepared to facilitate inclusive and equitable learning environments, adept at navigating the complexities of educational administration both nationally and globally. This holistic approach ensures that our educators are capable of meeting the diverse needs of students, contributing effectively to the advancement of education in diverse contexts.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

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

Response:

Deriving Professionally Relevant Understandings and Acumen through the B.Ed and M.Ed Curriculums: A Comprehensive Overview

Introduction

Teacher education programs are crucial in shaping the educators of tomorrow, equipping them with a robust framework of knowledge, skills, and professional dispositions. The Bachelor of Education (B.Ed) and Master of Education (M.Ed) curriculums offer comprehensive pathways that encompass subject-specific knowledge, pedagogical expertise, practical experiences, and value-added courses, all aimed at fostering professional acumen. This overview explores how these curriculums contribute to the development of professionally relevant understandings and consolidate them into the professional acumen required for a successful teaching career.

B.Ed Curriculum: Building the Foundation of Professional Acumen

The B.Ed curriculum provides aspiring teachers with a strong foundation in both theoretical and practical aspects of education. It includes pedagogical theories, subject-specific knowledge, and practical teaching experiences. Enhancing Professional Capacity (EPC) subjects form the core of the B.Ed curriculum, focusing on deepening understanding and pedagogical skills required to teach effectively. These subjects are strategically aligned with core teaching subjects and include:

- **EPC-1 & EPC-2 (2 Credits each)**: Foundational courses focusing on content knowledge, instructional strategies, and classroom management techniques for the first and second school subjects.
- **EPC-3 & EPC-4 (2 Credits each)**: Advanced courses building upon foundational knowledge, further developing instructional strategies and subject-specific expertise.
- **EPC-5 & EPC-6 (2 Credits each)**: Further advancement in the first and second school subjects, focusing on mastery of content and pedagogy.
- **EPC-7 (2 Credits)**: Specialization options including Guidance & Counseling, Educational Statistics, and Fundamentals of Indian Constitution, allowing trainees to gain expertise in niche areas of education.
- **EPC-8 (4 Credits)**: Emphasizing the integration of ICT and advanced pedagogy to enhance learning and engagement in both digital and traditional classrooms.

Practical experiences are a cornerstone of the B.Ed curriculum, fostering professional growth and reflective practice. These components include internships, lesson planning, and various practical activities designed to apply theoretical knowledge in real-world teaching scenarios.

M.Ed Curriculum: Advancing Professional Expertise

The M.Ed curriculum builds upon the foundational knowledge acquired during the B.Ed program, focusing on advanced research, specialized knowledge, and leadership skills in education. It is structured into four semesters, each with specific components contributing to the development of professional acumen:

- **Semester 1**: Includes developing a research proposal and practical exercises in educational psychology.
- **Semester 2**: Involves dissertation work and a short-term internship providing additional practical experience in educational settings.
- **Semester 3**: Continuation of dissertation work, an extended internship, and the writing of a research paper based on dissertation findings or other areas of interest.
- **Semester 4**: Final phase of dissertation work, including completion and defense, preparing trainees for leadership roles in education.

Both the B.Ed and M.Ed programs incorporate mock interviews and guest lectures to prepare trainees for professional success. These activities help trainees understand the demands of the teaching profession, refine their interview skills, and gain insights from experts in the field. Mock interviews simulate real-world job scenarios, while guest lectures offer valuable perspectives on leadership, policy, and practice.

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

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

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 108.64

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 144.19

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
194	208	200	125	167

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

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 1.47

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	1	2	2

File Description	Document
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

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..

Response:

At T.N. Rao College of Teacher Education, the assessment process at the entry-level plays a pivotal role in recognizing and addressing the diverse learning needs of trainees, as well as gauging their readiness for professional education programs. A comprehensive approach is adopted from the outset to ensure that each trainee's unique requirements are identified and catered to effectively.

Initial Counseling and Orientation

Upon entry, trainees undergo counseling sessions aimed at understanding their baseline capabilities. This initial step is crucial for educators to tailor their teaching strategies to accommodate diverse learning styles and levels of readiness. Orientation programs organized at the beginning of each academic year familiarize trainees with the curriculum, assessment methods, and the array of facilities available within the institution.

Online Grammar Tests

To specifically address the needs of trainees aspiring to become English Language Teachers, the College conducts online Grammar tests. These tests not only assess the trainees' proficiency but also identify gaps in their understanding, allowing for targeted additional classes to strengthen their grasp of Grammar concepts.

Identifying Sports and Cultural Talents

Recognizing that trainees are not only academic learners but also individuals with unique skills, surveys are conducted to identify sports and cultural talents. This proactive approach has resulted in trainees excelling at the university level in various sports and cultural events.

Continuous Assessment and Personalized Assistance

The academic support provided to trainees is a dynamic process that involves continuous assessment and personalized assistance. Educators use diagnostic tests and interviews to gather information and outline goals, strategies, and resources to support the learning journey. A well-stocked library equipped with digital tools ensures that trainees have access to a wide range of learning materials, including books, journals, e-books, and other digital resources.

Support for Slow Learners

For slow learners, remedial lectures and a variety of resources, including recommended books and web links, are provided. A bilingual approach and peer tutoring are employed to bridge comprehension gaps. Collaborative group discussions are encouraged for information sharing and doubt clarification.

Support for Moderate Learners

For moderate learners, a well-structured timetable incorporates diverse resources such as recommended books, web links, and online resources. A bilingual approach is maintained to overcome language barriers, and technological or verbal support is provided to ensure effective learning.

Support for Advanced Learners

Advanced learners are encouraged to study beyond the syllabus, with exposure to diverse perspectives and expert insights. Presentations and group work foster critical thinking, and value-added courses and expert lectures provide advanced and moderate learners with opportunities to delve into more challenging topics.

Enhancing Academic Readiness

Efforts to increase academic readiness include orientation programs, cultural and sports events, and an annual award distribution ceremony. The College recognizes the importance of acknowledging and addressing varying learning needs through classroom participation, teacher observation, and test scores.

In conclusion, T.N. Rao College of Teacher Education has implemented a comprehensive and proactive approach to the assessment process and academic support at the entry level. By recognizing and addressing diverse learning needs, the institution ensures that trainees are well-prepared for their professional education journey, fostering holistic development that goes beyond mere academic achievement.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3	
There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students	
Response: As an institutionalized activity in accordance with learner needs	

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)

2.2.4	
Student-Mentor ratio for the last completed academic year	
Response: 32.81	

2.2.4.1 **Number of mentors in the Institution**

Response: 16

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

T.N. Rao College of Teacher Education prioritizes a student-centric approach to education, employing diverse methodologies to enhance learning outcomes. The curriculum, designed with a focus on experiential learning, participative methods, problem-solving, brainstorming, and online modes, ensures a comprehensive and time-bound process.

Experiential Learning: Through field visits, poetry recitation, experiments and instrument demonstrations, discussions on contemporary issues, institutional visits, and study tours, students gain

hands-on experience. The structured pre-internship and internship programs provide opportunities to understand school systems, infrastructure, and teaching-learning processes.

Collaborative Learning: While research projects are individual, collaborative elements are integrated, fostering engagement through peer reviews, discussions, and group presentations. Various training sessions, assignments, seminars, and cooperative learning activities enrich the educational experience of students.

Skill-Based Learning: The institute encourages active engagement in hands-on activities, projects, simulations, case studies, and practical exercises. Trainees are equipped with online assessment tools like Google Forms and Kahoot for future use, ensuring they are prepared for modern educational demands.

Problem-Solving Approach: Activities promoting analytical and critical thinking, decision-making, and creativity are emphasized, allowing students to generate practical and innovative solutions. This approach nurtures the ability to address real-world challenges effectively.

Engagement with Educational Institutes: Collaborations with other institutions provide a broad spectrum of learning opportunities, fostering networking and cultural exchanges. Trainees are encouraged to use e-resources and ICT tools for enriched learning experiences, enhancing their digital literacy and adaptability.

Brainstorming Strategy: Creative thinking is stimulated through activities like Nukkad Natak, guided by well-defined objectives. The institute strives to create a conducive environment for brainstorming, motivating trainees to employ this method in their future teaching endeavors.

Online/Independent Learning: Embracing modern technology, the institute conducts online classes through platforms like Zoom and Google Meet. Trainees are taught to use online assessment tools and participate in various competitions, contributing to a digitally enriched learning environment.

Library and Digital Resources: The institute's library is updated and partially automated, facilitating easy access to books and digital resources. Trainees are encouraged to participate in online inter-collegiate events, workshops, seminars, and paper presentations, fostering creativity and critical thinking.

In summary, T.N. Rao College of Teacher Education employs a multifaceted approach to education, ensuring that students are well-equipped with diverse skills and competencies through experiential, collaborative, skill-based, and problem-solving methodologies, both in physical and online settings.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning

Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 101.08

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2022-23	2021-22	2020-21	2019-20	2018-19
18	19	22	18	17

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 525

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**

    5.Biomechanical and Kinesiological activities
    6.Field sports

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Continual mentoring is a cornerstone of professional development at T.N. Rao College of Teacher Education, fostering the holistic growth of future educators. This comprehensive approach encompasses ten key elements that significantly enhance the professional attributes of trainees.

Reflective Practice Guidance: Reflective practice is integral to professional growth at T.N. Rao College. Trainees are encouraged to engage in reflective activities, including hands-on training and dedicated sessions for book reviews. These activities provide structured platforms for trainees to critically analyze their teaching experiences and identify areas for improvement. Practice teaching videos further support this process, offering visual aids to enhance reflective practice.

Classroom Observation and Feedback: Regular classroom observations and feedback sessions are embedded in the curriculum. A peer observation system allows trainees to observe each other's teaching, fill out observation sheets, and contribute to internal assessments. This system provides constructive insights into teaching practices, fostering a culture of continuous improvement.

Professional Ethics Discussions: The institution actively engages trainees in discussions on ethical considerations within the education sector. The curriculum includes specific provisions for addressing ethical principles, and trainees participate in activities designed to prompt reflections on values such as integrity, respect, and professionalism. These discussions are crucial in developing a strong ethical foundation for future educators.

Curriculum Development Support: Comprehensive support is provided to trainees in designing effective and engaging lesson plans. The curriculum includes sections that assist in creating lesson plans accommodating diverse learning styles and educational needs. This support ensures a well-rounded approach to teaching, preparing trainees to meet the diverse needs of their future students.

Technology Integration Guidance: Recognizing the importance of technology in modern education, the college guides trainees in integrating technology into their teaching methods. The curriculum includes online admission processes, paperless communication, and the implementation of Learning Management

Systems (LMS). Technology-related courses equip trainees with essential digital skills, preparing them for the technological demands of contemporary education.

Inclusive Education Strategies: Inclusive teaching methods are a key focus at T.N. Rao College. Trainees engage in activities promoting inclusive education strategies, aligning with national education policies. These activities empower trainees to address diverse student needs and create accessible learning environments, ensuring that all students have the opportunity to succeed.

Collaborative Planning: The Youth Welfare Committee and Rotaract Club, under the principal's leadership, encourage collaborative planning among trainees. This fosters teamwork and effective communication skills through cultural events, sports activities, community involvement, outreach programs, and academic tours. Collaborative planning enhances the ability of trainees to work effectively in team settings, an essential skill for educators.

Classroom Management Strategies: Effective classroom management techniques are imparted through expert lectures and curriculum content. Trainees are exposed to various aspects of teaching, including behavior management, lesson pacing, and maintaining a positive learning environment. This multifaceted approach ensures that trainees are well-prepared to manage diverse classroom settings effectively.

Professional Networking Opportunities: The college facilitates connections with experienced educators through Memoranda of Understanding (MOUs) and memberships in professional organizations. These affiliations provide valuable networking opportunities, allowing trainees to engage with the broader educational community. Networking helps trainees gain insights, share experiences, and access resources that contribute to their professional development.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   **Special lectures by experts**

2.   **'Book reading' & discussion on it**

3.   **Discussion on recent policies & regulations**

4.   **Teacher presented seminars for benefit of teachers & students**

5.   **Use of media for various aspects of education**

6.   **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.7

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

Response:

The teaching-learning process at T.N. Rao College of Teacher Education, Rajkot, is dedicated to the comprehensive development of multifaceted skills essential for trainees. Our ecosystem emphasizes creativity, innovativeness, intellectual and critical thinking skills, empathy, and life skills. These skills are cultivated through various parameters and activities as follows:

Creativity: At T.N. Rao College, students consistently demonstrate outstanding creativity across various disciplines. Projects range from intricate artworks to innovative software solutions and entrepreneurial strategies. This creativity is showcased at college events like art exhibitions, tech fairs, and entrepreneurial showcases, where students present their work and interact with external experts and community leaders. Activities such as the Lesson Plan Innovation Challenge encourage trainees to redesign traditional lesson plans by incorporating multimedia, interactive activities, and innovative assessment methods, fostering creativity in instructional design. Organizing creative cultural events at practice teaching schools, like Tree Plantation Drives and Republic Day Celebrations, and participating in student council activities, such as the Raksha Bandhan Celebration with the Indian Army, further reflect their creativity.

Innovativeness: T.N. Rao College is a trailblazer in educational innovation, particularly through value-added courses. These courses enhance professional competencies and employability, covering digital literacy, advanced pedagogical techniques, inclusive education, and mental health awareness. Activities like Action Research in Internships and the Education Entrepreneurship Challenge encourage innovative thinking. Trainees research new teaching methods, technologies, and assessment strategies, and organize trade fairs with real stalls, implementing outcomes in real-life scenarios. Innovative dissertation topics, such as the effectiveness of digital education in teaching math, further promote innovative thinking.

Intellectual and Critical Thinking Skills: The teaching-learning process nurtures educators equipped with a versatile skill set essential for guiding the next generation of learners. Activities like Compulsory Book Reading Discussions and Reviews establish a book club focused on educational literature, requiring critical analysis. Trainees prepare psychology journals based on their observations and studies and engage in case study analysis sessions to propose solutions to real-world educational challenges. Research symposiums allow trainees to present and discuss their projects, promoting intellectual inquiry. Special internship sessions encourage critical thinking about activities conducted in practice teaching schools. Value-added courses like Leveraging ICT for Effective Online Teaching enhance intellectual

skills, while academic tours foster teamwork and communication skills.

Empathy: Nurturing empathy is a cornerstone of our educational philosophy. Simulated Inclusive Classroom Experiences allow trainees to understand diverse challenges by taking on the roles of students with different needs. Visits to schools for mentally challenged children and community engagement projects, like "Wisdom on Wheels," help develop empathy by interacting with diverse groups. Managing the Playhouse at Rashtriya Shala teaches students to empathize with children's perspectives. Workshops and seminars on empathetic communication and understanding diverse student backgrounds emphasize the importance of empathy in education.

Life Skills: We prioritize the development of critical life skills such as critical thinking, effective communication, and problem-solving. Workshops on classroom management and communication skills, personal development plans, and collaborative teaching projects equip trainees with essential life skills. Life skills add-on courses, in collaboration with Rashtriyashala, further inculcate these skills. This holistic approach ensures that our graduates are adaptable, empathetic, and skilled educators, ready to meet the diverse needs of their future classrooms. Beyond academic achievement, we are committed to fostering well-rounded individuals who contribute positively to society.

At T.N. Rao College, we empower educators who excel in their field and embody compassion, making enduring impacts in the lives of their students and communities.

File Description	Document
Documentary evidence in support of the claim	View Document

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

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 certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.3

Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Data as per Data Template	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. Preparation of lesson plans

2. Developing assessment tools for both online and offline learning

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

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

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The Internship Programme at T.N. Rao College of Teacher Education in Rajkot is meticulously planned, ensuring a comprehensive and enriching experience for student-teachers. The programme aligns with the college calendar, providing tentative dates, while the final schedule is determined by the University. The process of selecting and identifying schools is crucial, considering factors such as orientation for school principals and teachers, subjects taught, and accessibility of schools.

Programme Structure

B.Ed. Programme:
For B.Ed. students, a rigorous 3-month internship is scheduled in the 4th semester. This extensive duration allows student-teachers to immerse themselves fully in the school environment, gaining practical experience and refining their teaching skills.

M.Ed. Programme:
For M.Ed. trainees, the internship is spread across two semesters, with a 1-month internship in both the 2nd and 3rd semesters. This structure ensures that M.Ed. trainees have multiple opportunities to apply theoretical knowledge in practical settings, enhancing their understanding and capabilities. Additionally, M.Ed. trainees observe, guide, and mentor B.Ed. interns, gaining insights into teacher training processes and developing supervisory skills.

Planning and Preparation
Once the schools are identified, extensive communication is conducted with school principals to outline the activities that trainees will undertake. Special attention is given to orienting students about behavior management, building a strong foundation in school needs, and establishing guidelines for interactions with school authorities, parents, and students. The allocation of student-teachers to schools is carefully done considering factors like the medium of instruction, accommodating capacity, and subject-specific requirements.

Orientation Programme
A week-long orientation programme precedes the commencement of the internship, providing detailed instructions to student-teachers. This orientation ensures that students are well-prepared and aware of the expectations and responsibilities they will face during their internships.

Activities and Roles
Throughout the internship, a variety of activities are performed, including classroom teaching, governance, and coordination of school and society-based teaching activities. The college defines the roles of teachers and coordinators, who act as mentors, resolving queries, taking attendance, and providing updates.

Evaluation and Feedback
Teacher supervisors play a crucial role in evaluating the performance of pupil teachers, offering timely guidance, and streamlining the assessment process. Regular observations by teacher educators, mentor-teachers, and peer groups ensure continuous improvement. The intern's engagement file is closely monitored by college faculties, with feedback provided to refine skills.

Exposure to Diverse School Setups
The programme exposes students to diverse school setups, both government and private, fostering a well-rounded learning experience. At the conclusion of the internship, certification is provided by the practicing school's principal, acknowledging the successful completion of the programme.

Conclusion
The Internship Programme at T.N. Rao College of Teacher Education is systematically planned with necessary preparedness, ensuring that student-teachers gain practical experience, refine their skills, and contribute meaningfully to the school environment. This well-structured programme is instrumental in shaping competent and confident educators ready to meet the challenges of the teaching profession. The exposure of M.Ed. trainees to both their own internship experiences and those of B.Ed. students further enhances their professional development, preparing them for advanced roles in education.

By meticulously planning each aspect, from selecting schools to providing detailed orientation and continuous evaluation, the programme ensures that student-teachers are well-prepared and supported throughout their internships.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 1.22

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 225

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship programs play a pivotal role in shaping future educators, and T.N. Rao College of Teacher Education takes pride in adopting effective monitoring mechanisms to ensure a structured and meaningful experience for both interns and the institution. Our approach involves a combination of peer observation, subject-teacher-in-charge observation, mentor-teacher observation, and feedback from both

trainees and teachers. This multifaceted approach is integrated into a systematic and well-planned schedule, enhancing the overall quality of the internship program.

Teacher educators play a crucial role in maintaining the punctuality and regularity of trainees during their internships. They strive to ensure optimal learning exposure for teacher trainees by assigning at least one teacher educator to each school for supervision. This proactive involvement allows for guidance on any problems trainees may encounter, offering viable solutions and support. Coordination with school principals, mentors, and internee trainees is a constant responsibility of teacher educators, emphasizing effective communication and collaboration throughout the internship period.

Constant communication and regular visits to schools are key aspects of the teacher educator's role. This ensures a strong connection between the institution and the school, allowing for timely updates on intern performance. The appointment of trainee leaders within groups helps in addressing challenges and adjusting timetables. Additionally, school mentors keep the institute teachers informed about intern performance, fostering a collaborative environment for continuous improvement.

The school principal plays a pivotal role in the internship program, overseeing the allocation of classes for interns and ensuring proper guidance. The interns work directly under the principal's supervision, following the duties assigned by the principal. The principal is instrumental in orienting interns about the school's functioning, providing feedback on teaching and learning processes, and contributing to the professional growth of interns. Regular guidance and feedback from the principal contribute to maintaining the standard of the school's functioning.

School teachers, acting as mentors, create a welcoming environment for interns, providing guidance and evaluating their performance. They observe and evaluate class performance, offering constructive feedback on teaching styles and lesson planning. This mentorship extends to various tasks such as checking answer scripts, maintaining attendance registers, and organizing activities, ensuring a comprehensive learning experience for the interns.

Peers also play a crucial role in the internship program, engaging in peer observation and providing constructive feedback. This collaborative approach allows interns to understand each other's strengths and weaknesses, fostering an environment of continuous improvement. Peer discussions on presentations and activities contribute to the overall enhancement of intern performance, promoting self-reflection and growth.

In conclusion, T.N. Rao College of Teacher Education's adoption of effective monitoring mechanisms ensures a holistic and enriching internship program. The collaborative efforts of teacher educators, school principals, teachers, and peers contribute to the professional development of interns, creating a foundation for successful and competent educators in the future.

File Description	Document
Documentary evidence in support of the response	[View Document](#)

2.4.12

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

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 84.55

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 64.52

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 12

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 11.38

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

Response: 182

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

In the pursuit of maintaining a high standard of education, T.N. Rao College of Teacher Education recognizes the paramount importance of keeping faculty members professionally updated. The institution employs a multifaceted approach to achieve this goal, encompassing a range of activities and initiatives.

One key avenue for professional development is the participation of faculty members in various programs and events. These include orientation sessions, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums organized by both government and non-governmental organizations. Following such engagements, the institution facilitates internal seminars through the Internal Quality Assurance Cell (IQAC), fostering an environment where educators can share their experiences and insights gained from external programs.

To promote awareness about recent developments, faculty members are encouraged to act as resource persons in external events such as seminars and workshops at universities, institutes, and schools. This not only contributes to knowledge dissemination but also establishes the college and its faculty as active participants in the broader educational discourse. Participation in national and international conferences further amplifies the impact of their contributions.

Acknowledging the importance of utilizing government grants effectively, faculty members engage in the timely execution of programs aligned with national initiatives such as Azadi ka Amrut Mahotsav, Panchprakalp, and Shodh. This not only reflects the college's commitment to staying in sync with governmental priorities but also reinforces the faculty's awareness of policy implementations.

To prepare educators for changes in educational practices, the college provides avenues for professional growth. This includes granting duty leaves, supporting book and article writing, and encouraging publication in reputable journals. The emphasis on research is evident in the college's support for staff pursuing doctoral programs, a testament to the commitment to strengthening research potential.

The collaborative spirit extends beyond the college, with faculty members sharing information with colleagues from other institutions. Assignments to special duties within the university, such as syllabus revision and serving as external examiners, further enrich the faculty's understanding of diverse educational contexts.

The college actively promotes the use of cutting-edge technology in academic tasks and encourages staff to enhance their qualifications through upgraded online courses. The recognition of professional achievements through awards and public acknowledgment fosters a culture of excellence among faculty members.

The leadership provided by the Principal, a former Pro Vice-Chancellor with extensive experience in university administration, adds a valuable dimension to the college's commitment to professional development. His reflections on upgrading professional qualifications and skills resonate with the faculty, creating a ripple effect that amplifies the college's impact on the broader educational landscape.

In conclusion, T.N. Rao College of Teacher Education has strategically woven a comprehensive tapestry of initiatives to keep its faculty members professionally updated. From external engagements to internal discussions, from technological integration to recognition of achievements, the college's approach is both proactive and holistic, ensuring that its educators are well-equipped to navigate the ever-evolving

landscape of education.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The primary aim is to establish a comprehensive and fair internal evaluation process reflecting the academic performance and growth of faculty and students. This involves creating a balanced assessment system that includes assignments, attendance, continuous and comprehensive assessments by faculties, and student preliminary examination results.

Components of Internal Evaluation for B.Ed Program

1. **Assignments/Seminars/Projects**

   - Implement a structured system for assignments, seminars, and projects.
   - Encourage interdisciplinary and practical assignments aligned with course objectives.
   - Establish clear assessment criteria and rubrics for consistency and transparency.
   - Conduct regular feedback sessions to guide student improvement.

2. **Attendance**

   - Emphasize the importance of regular attendance as a key learning aspect.
   - Implement a system to track and record attendance for each class.
   - Establish a fair attendance policy with guidelines for makeup classes and valid excuses.
   - Provide timely feedback on attendance records to students.

3. **Continuous and Comprehensive Assessment by Faculties**

   - Encourage faculty to conduct regular formative assessments, quizzes, and class participation activities.
   - Implement diverse assessment methods to cater to different learning styles.
   - Foster a culture of constructive feedback and mentorship between faculty and students.
   - Ensure assessments align with course objectives and curriculum.

4. **Students Preliminary Examination Results**

   - Administer preliminary examinations at regular intervals covering the entire syllabus.
   - Ensure fair and challenging question papers that assess understanding and application of knowledge.
   - Establish a robust examination evaluation process, including double-blind grading and moderation.
   - Provide detailed feedback on performance, highlighting areas for improvement.

Components of Internal Evaluation for M.Ed Program

1. **Academic Writing**

   - Implement a structured system for evaluating academic writing assignments.
   - Encourage research-oriented and analytical writing aligned with course objectives.
   - Establish clear assessment criteria and rubrics for consistency and transparency.
   - Conduct regular feedback sessions to guide students in improving their academic writing skills.

2. **Communication Skills**

   - Include activities like presentations, group discussions, workshops, plays, and fieldwork.
   - Design and implement activities to enhance communication skills.
   - Encourage active participation to build practical skills.
   - Establish clear assessment criteria for consistent and fair evaluation.
   - Conduct regular feedback sessions to guide communication skill improvement.

3. **Preliminary Exam**

   - Administer preliminary examinations at regular intervals covering the entire syllabus.
   - Ensure fair and challenging question papers assessing depth of understanding and knowledge application.
   - Establish a robust examination evaluation process, including double-blind grading and moderation.
   - Provide detailed feedback on performance, highlighting areas for improvement.

Implementation Strategies

1. **Training and Development**

   - Conduct workshops and training sessions on effective assessment methods and grading practices for faculty.
   - Equip faculty with tools and resources for designing engaging assignments and examinations.

2. **Technology Integration**

  - Explore and implement technology solutions for efficient attendance tracking and online assignment submissions.
  - Utilize online platforms for conducting quizzes and examinations securely.

3. **Regular Review and Feedback**

  - Establish a periodic review committee to evaluate the effectiveness of the internal evaluation process.
  - Collect feedback from faculty and students to identify areas for improvement and make necessary adjustments.

4. **Communication**

  - Clearly communicate assessment criteria, policies, and expectations to faculty and students at the beginning of each academic year.
  - Ensure open lines of communication for addressing concerns and queries related to the internal evaluation process.

Conclusion

The Annual Institutional Plan of Action aims to foster a conducive learning environment, promote academic excellence, and ensure a fair and transparent internal evaluation system. This comprehensive evaluation approach supports B.Ed. and M.Ed. students in their academic and professional development, with tailored guidelines to enhance learning experiences and outcomes.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

  1. **Display of internal assessment marks before the term end examination**
  2. **Timely feedback on individual/group performance**
  3. **Provision of improvement opportunities**
  4. **Access to tutorial/remedial support**
  5. **Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

T.N. Rao College of Teacher Education is dedicated to ensuring transparency and efficiency in its examination processes, reflecting its commitment to fair assessments and ongoing improvement. This report outlines the measures adopted by the Examination Committee to ensure transparency, from the timely filling of exam forms to the redressal of grievances.

Examination Committee's Responsibilities

The Examination Committee is central to organizing examinations with fairness and transparency. Their responsibilities include:

1. **Overseeing the Entire Examination Process**: Ensuring accurate completion of exam forms by trainees.
2. **Scheduling Exams**: Providing adequate time for both Preliminary and University Exams.
3. **Assigning Faculty for Preliminary Exams**: Deciding on faculty members responsible for creating preliminary exam papers.

Timely Exam Form Submission

The committee ensures that trainees submit their exam forms within the stipulated timeframe to minimize delays and administrative issues, laying the groundwork for a smooth examination process.

Error-Free Portal Entries

To prevent errors, the committee conducts awareness sessions guiding trainees through the form submission process. This proactive approach reduces mistakes and ensures the accuracy of information entered.

Adequate Time for Examinations

The committee meticulously plans and schedules exams to provide sufficient time for all examinations, creating a conducive environment for trainees to perform at their best.

Preliminary Exam Paper Drawing

Faculty members assigned by the committee draw papers for preliminary exams, maintaining confidentiality and integrity in the examination process.

Result Evaluation

After exams, the committee ensures a rigorous and impartial evaluation process to guarantee accuracy and fairness in results.

Online Grievance Redressal

T.N. Rao College has implemented an online grievance redressal system, allowing trainees to submit grievances conveniently and transparently. The committee promptly reviews and addresses these grievances, ensuring thorough examination and resolution of each concern.

Re-Examination for Preliminary Exams

In cases of dissatisfaction with initial results, the Examination Committee facilitates re-examination promptly, demonstrating T.N. Rao College's commitment to fairness and trainee satisfaction.

Online Display of Internal Marks

The committee ensures that internal marks are promptly displayed online, promoting openness and enabling trainees to track their academic progress in real-time.

External Supervision for Semester-End Exams

In alignment with the latest provisions from Saurashtra University, T.N. Rao College ensures transparency in semester-end exams by showing answer copies to trainees in the presence of an external supervisor from the affiliating university. This measure enhances accountability and reinforces the examination process's integrity.

Conclusion

T.N. Rao College's commitment to transparency and efficiency in examination processes is evident through the meticulous efforts of the Examination Committee. From the initial stages of exam form submission to the final display of results, the committee's proactive approach and use of technology ensure a streamlined and fair process. The online grievance redressal mechanism and provision for re-examination highlight the college's dedication to addressing trainees' concerns promptly. By adhering to the latest provisions from the affiliating university, T.N. Rao College ensures a robust examination and evaluation system, instilling confidence in trainees and stakeholders. This commitment to excellence sets T.N. Rao College apart as an institution that values integrity and transparency in its academic practices.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<u>View Document</u>

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

T.N. Rao College of Teacher Education places significant emphasis on the systematic planning and execution of academic activities, demonstrating this commitment through strict adherence to the Academic Calendar for conducting Continuous Internal Evaluation. The college proactively plans and publishes a comprehensive Academic Calendar containing essential information related to teaching-learning schedules well in advance of the new academic year.

Role of the Academic Calendar

The Academic Calendar serves as a vital tool in coordinating the three fundamental components of the teaching-learning process: the curriculum, the teacher, and the learner. It is meticulously designed to ensure that teachers are well-informed about the planned activities for Continuous Internal Evaluation, facilitating efficient planning and implementation stages of curriculum and co-curricular activities.

Orientation for New Trainees

To reinforce the importance of the Academic Calendar, the college conducts an orientation session for new trainees at the beginning of each academic year. During this session, the Principal addresses the trainees, familiarizing them with the college's culture, achievements, and expectations for both behavior and academic performance. The presence of the Principal serves as motivation and inspiration for both trainees and staff.

Supplementary Academic and Extracurricular Calendars

In addition to following the University's Academic Calendar, T.N. Rao College creates its own Academic Calendar and an extracurricular activities calendar for events preceding the start of the academic session. Both calendars are transparently posted on the college's notice board and website, ensuring that everyone is well-informed.

Internal Assessment and Evaluation

The implementation of the Internal Assessment process is overseen by an Institute-level Examination Committee, which continuously reviews the internal assessment procedures. The committee communicates information about trainees appearing for exams to the University. The Principal plays a pivotal role in ensuring the success of orientation programs and holding meetings with teaching and non-teaching staff.

Continuous Internal Evaluation is meticulously planned by teachers, who align their teaching schedules, class tests, and assignments with the Academic Calendar. Trainees are informed well in advance about assignment deadlines, class test dates, and final internal assessment marks. Faculty members, assigned specific subjects, prepare teaching and evaluation schedules in line with the Academic Calendar.

Faculty Involvement and Guidance

The role of the faculty extends to discussing the type of internal evaluation in advance, communicating assessment criteria to trainees, and guiding designated time slots. Trainees are encouraged to seek guidance from teachers during free slots, fostering a continuous learning process through various assessments.

Principal's Role in Academic Planning

The Principal plays a crucial role in ensuring the coherence of the Academic Calendar, preventing overlapping of activities, and making decisions related to the submission of schedules to the Internal Quality Assurance Cell (IQAC). The IQAC, in turn, prepares a comprehensive plan based on faculty inputs. The Principal also decides on dates for syllabus completion, assignments, mid-semester breaks, holidays, and other planned college activities.

Conducive Learning Environment

This approach not only aligns with the Academic Calendar but also encourages trainees to utilize opportunities effectively, reducing pressure and stress. The Academic Calendar becomes a dynamic reflection of T.N. Rao College's commitment to providing a conducive and well-organized learning environment for the holistic development of its trainees.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

T.N. Rao College of Teacher Education is dedicated to delivering high-quality education aligned with its Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This report outlines how college ensures its teaching-learning processes align with these outcomes, contributing to its outstanding record of 100% student success over the past five years.

Purpose and Scope of PLOs and CLOs

At T.N. Rao College of Teacher Education, PLOs and CLOs are essential for guiding curriculum and instruction. PLOs are broad goals describing the knowledge, skills, and attitudes students should acquire by the end of the program, while CLOs are specific, measurable objectives for individual courses. These outcomes are communicated to trainees during orientation to ensure clarity on educational goals and expectations.

Orientation and Awareness

During orientation, college provides trainees with detailed information about PLOs and CLOs:

- **Introduction:** Explains the purpose and significance of PLOs and CLOs in their educational journey.
- **Mapping:** Shows how CLOs align with broader PLOs.
- **Expectations:** Clarifies how these outcomes will be assessed throughout the program.

This orientation ensures trainees are aware of and engaged with their learning objectives from the start.

Classroom Integration

PLOs and CLOs are displayed in classrooms, ensuring continuous visibility. This practice helps both trainees and instructors stay focused on learning objectives and monitor progress throughout the course.

Implementation of Teaching Methods

College uses diverse teaching methods to effectively meet PLOs and CLOs:

- **Active Learning:** Includes group work, case studies, and problem-based learning to foster collaboration, critical thinking, and practical application.
- **Technology Integration:** Employs digital tools such as learning management systems to enhance interactive learning and communication.
- **Continuous Improvement:** Regularly updates teaching methods based on feedback and educational trends to maintain effectiveness.

Assessment and Evaluation

College employs a comprehensive assessment strategy:

- **Formative Assessments:** Regular quizzes, assignments, and class participation provide ongoing feedback, allowing for timely adjustments.
- **Summative Assessments:** Mid-term and final exams, projects, and presentations evaluate cumulative knowledge and skills.

Feedback Mechanism

Feedback is crucial for aligning PLOs and CLOs:

- **Student Feedback:** Collected through digital forms, it offers insights into the achievement of CLOs and PLOs and highlights areas for improvement.
- **Continuous Improvement:** Feedback from assessments informs refinements in teaching strategies and curriculum to ensure alignment with outcomes.

Monitoring and Continuous Improvement

College uses several mechanisms to ensure continuous alignment:

- **Quality Assurance:** Implements strict processes to maintain alignment with teaching practices.
- **Accreditation:** Conducts regular audits to ensure compliance with standards.
- **Advisory Boards:** Industry and academic experts review and update PLOs and CLOs to ensure relevance.
- **Data Analysis:** Tools like Looker Studio track performance, demonstrating 100% alignment with PLOs and CLOs.

Exceptional Academic Performance

College's impressive record of 100% student success over the past five years underscores the effectiveness of its teaching-learning processes and alignment with PLOs and CLOs.

Conclusion

T.N. Rao College of Teacher Education has developed a robust system to align its teaching-learning processes with PLOs and CLOs. Through effective orientation, diverse teaching methods, rigorous assessment, and continuous feedback, TNRC ensures trainees achieve the desired learning outcomes. The institution's commitment to quality and improvement reinforces its leadership in teacher education.

Future Directions

College aims to:

- **Implement Advanced Technologies:** Explore new digital tools to enhance learning.
- **Strengthen Collaboration:** Expand partnerships to ensure PLOs and CLOs remain relevant.
- **Expand Feedback Mechanisms:** Develop comprehensive systems for deeper insights into student learning.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 96.25

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
255	273	230	236	188

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

2.7.3

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

Response:

At T.N. Rao College of Teacher Education, our unwavering commitment to aligning practices with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is evident through a meticulous and systematic approach to data collection and evaluation. This commitment includes overcoming barriers to learning and fostering the progressive advancement of cognitive and professional development among our student teachers.

Comprehensive Evaluation System

A cornerstone of our commitment is our comprehensive evaluation system, where PLOs and CLOs are rigorously assessed through various direct evaluation processes. These include:

- University semester examinations
- Internal and home assignments
- Class tests
- Prelim tests
- Sessional and practical work

Faculty members vigilantly monitor each trainee's performance throughout the academic year. We maintain stringent minimum attendance requirements of 80% for coursework and practicum, and 90% for school internships. The evaluation criteria emphasize a minimum pass mark of 30% in each paper, practical, and school internship each semester, aligning seamlessly with the policies set by the affiliated

university for semester courses. In a balanced evaluation, university examinations contribute 70% of the total marks, with the remaining 30% assessed internally by the institution.

Enhancing Professional Capacity (EPC) Papers

Our evaluation extends to Enhancing Professional Capacity (EPC) papers. An external practical examination, comprising 50 marks based on file work and viva voce, is conducted and evaluated by an examiner appointed by the university. Trainees in Semester 3 choose one of the three EPC papers, guided by a predefined framework for the question paper to ensure comprehensive coverage of the subject matter.

Internal and External Assessments

To deepen understanding and awareness of learning outcomes, we employ both internal and external assessments. Internal assignments are thoughtfully designed to align with Program Outcomes (POs), while external assessments, especially in practical examinations, involve external experts appointed by the university. Our examination structure is meticulously organized, with a clear division of marks between internal and external assessments. The predefined framework for question papers ensures thorough coverage of each topic, enhancing the effectiveness of the evaluation process.

Continuous Improvement and Feedback Mechanisms

Continuous improvement is a central theme at T.N. Rao College. Feedback mechanisms play a pivotal role, with feedback collected from trainees, alumni, employers, and parents providing valuable insights into the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). A dedicated Student Welfare Cell addresses trainees' concerns, offering both academic and psychological support to help them achieve their desired program outcomes.

Internships, Projects, Fieldwork, and Placements

Internships, projects, fieldwork, and placements are integral components of our learning journey. These experiences, meticulously documented, foster a culture of reflection and continuous learning. Collaborations with various educational institutions ensure successful placements, aligning with the critical Program Outcome of employability. Recognizing that the educational journey extends beyond placements, we also acknowledge the importance of trainees progressing toward higher studies as another parameter to measure the attainment of POs, PSOs, and COs.

Holistic and Effective Approach

In conclusion, T.N. Rao College of Teacher Education employs a diverse array of conventional, creative, and innovative methods to measure and enhance the attainment of POs, PSOs, and COs. Through regular activities and continuous monitoring, we nurture a holistic and effective approach to learning outcomes. Transparent communication of results ensures that each trainee is cognizant of their progress, fostering a culture of accountability and excellence.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 90.88

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 249

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Holistic Development at T.N. Rao College of Teacher Education

At T.N. Rao College of Teacher Education, we prioritize the holistic development of our trainees, recognizing that education encompasses more than just academic achievements. To address the diverse learning needs and interests of our trainees, we have implemented a multifaceted strategy that includes various assessment tasks and tailored interventions.

Assessment of Educational Proficiency:

We begin our approach by evaluating trainees' proficiency through carefully designed assessments covering a wide range of topics. These assessments are conducted online to provide valuable insights into each trainee's strengths and areas needing improvement. The results are meticulously analyzed to gain a nuanced understanding of their academic capacities. This analysis serves as the foundation for crafting personalized teaching plans that effectively address the individual learning needs of each trainee.

Survey on Extracurricular Interests:

Recognizing the importance of understanding the diverse interests of our trainees, we conduct surveys to gauge their preferences in extracurricular activities, including sports and cultural pursuits. The survey results are analyzed to identify overarching trends and individual preferences, enabling us to construct a comprehensive profile of our trainees' interests.

Specialized Training Programs:

Armed with insights from the surveys, we design and implement specialized training programs tailored to align with the identified interests of our trainees. By collaborating with experienced coaches and trainers, these programs provide targeted guidance to enhance skills and foster talent. The tangible impact of these initiatives is evident in the notable achievements of our trainees in university sports and cultural events, where many have secured certificates and medals, underscoring the success of our approach.

Continuous Improvement:

Recognizing the dynamic nature of learning needs, we adopt an iterative approach to ensure continuous improvement. Regular assessments of trainee performance allow us to refine teaching plans and training programs promptly. This commitment to adaptability ensures that our strategies remain responsive to evolving needs and preferences, contributing to the sustained success of our holistic development approach.

Commitment to Inclusive Education:

Our commitment to diversity and individualized learning extends beyond the academic domain, creating an environment where each trainee can thrive. By identifying and addressing the varied needs and interests of our trainees, we not only enhance academic performance but also contribute significantly to their overall personal and professional development.

Conclusion:

In conclusion, T.N. Rao College of Teacher Education's comprehensive strategy for identifying and addressing the diversified needs of trainees is a testament to our commitment to providing an inclusive and enriching educational experience. Through continuous assessment, tailored teaching, and specialized training programs, we empower our trainees to excel in all facets of their educational journey. This holistic approach not only shapes successful academics but also cultivates well-rounded individuals prepared for the challenges of the professional world.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.96

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

File Description	Document
Institutional policy document detailing scheme of incentives	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 4.25

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	20	4	14	28

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 1.18

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	8	13

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 8.6

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
19	6	6	8	4

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 95.61

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
519	535	485	524	486

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 95.61

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
525	540	474	524	486

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

T.N. Rao College of Teacher Education prioritizes community engagement as a cornerstone of its educational philosophy. Since 2018, trainees at the institute have actively participated in impactful community service aimed at sensitizing them to societal issues and fostering their role as proactive contributors to community development. The initiatives span a wide spectrum, beginning with visits to the School for Mentally Retired Children and collaboration on the World Cancer Day awareness program with the Rajkot Police Commissioner's office in 2018. These activities laid the foundation for students to understand and address pressing social concerns early in their academic journey.

In subsequent years, the institute continued its commitment with initiatives like the Save Petrol Campaign and the Turn Off the Engine at Traffic Campaign, both promoting environmental consciousness and sustainable practices among students and the broader community. Visits to the Resource Center for Disabled Children underscored the institute's dedication to inclusivity and support for differently abled individuals. These experiences not only enriched students' understanding of diversity but also instilled empathy and compassion.

The year 2020 marked deeper engagement with special children at Dr. P.V. Doshi Muk Badhir Madh. Shala, reflecting the institute's proactive stance in supporting education and social integration for children with disabilities. In 2021, managing the Playhouse at Rashtriya Shala and promoting disability awareness at Sneh Nirjhar further reinforced the institute's commitment to holistic development through educational play and advocacy for inclusivity. Additionally, visits to Ramnik Kuwarba Vrudh Ashram and charitable initiatives during festivals like Janmashtami exemplified students' respect for elders and their dedication to supporting underprivileged communities.

As the institute progressed into 2022, initiatives like the Green Sweep Initiative demonstrated its environmental stewardship through cleanliness drives and tree planting activities. Celebrating Rakshabandhan with Jawans and organizing health camps on World Health Day showcased students' gratitude towards soldiers and commitment to public health awareness. Each activity not only contributed tangibly to community welfare but also nurtured students' leadership skills, empathy, and sense of social

responsibility.

In conclusion, T.N. Rao College of Teacher Education's outreach activities exemplify its holistic approach to education, integrating theoretical learning with practical, hands-on experiences that prepare students to become conscientious educators and leaders in their communities. By engaging in these diverse community service initiatives, the institute not only enriches the educational experience but also cultivates a spirit of service and civic engagement among its students, ensuring they graduate with a deep understanding of their roles in shaping a compassionate and inclusive society.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 3

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	2	2	7

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 7

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 7

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

T.N. Rao College of Teacher Education stands as a beacon of educational excellence, supported by a sprawling 3-acre campus and a comprehensive array of facilities designed to nurture the holistic development of our trainees.

Our classrooms, meticulously crafted to meet NCTE standards, are not just spaces for learning but environments that inspire. With spacious layouts and optimal ventilation, each classroom accommodates over 60 trainees comfortably. Equipped with green boards, flannel boards, and modern teaching aids, these spaces facilitate diverse activities such as lectures, mentor group meetings, micro-teaching sessions, simulated teaching exercises, seminars, paper presentations, association activities, and examinations. This setup ensures a dynamic and engaging learning experience tailored to the needs of modern education.

At the heart of our technological prowess lies the Computer Lab, housing 200 computers with high-speed internet connectivity. This lab is pivotal in developing ICT and communication skills among our trainees, preparing them for the digital demands of contemporary teaching. With updated MS Office software, the lab provides hands-on training in utilizing technology to enhance language teaching methodologies. Complementing this, our Language Lab, centered around the Language Corner and Reading Room, focuses on honing essential English language skills. This approach not only meets but exceeds the evolving expectations of the teaching profession.

The Educational Technology Room and e-content Development Studio serve as hubs of innovation, equipped with state-of-the-art ICT equipment such as projectors, LCD screens, and a comprehensive Vlogging Accessories Kit. These resources empower our trainees to explore and integrate cutting-edge educational technologies into their teaching practices, fostering a rich and immersive learning environment.

Our Psychology Lab is equipped with advanced psychological tests and tools, facilitating research and practical experiments for B.Ed. and M.Ed. trainees. This facility supports in-depth exploration and application of psychological principles in educational contexts, enhancing both theoretical understanding and practical skills.

For artistic and aesthetic development, our Art and Craft cum Music Resource Centre provides a creative haven. Here, trainees engage in musical rehearsals and arts and crafts activities, showcasing their talents and fostering a deeper appreciation for the arts.

Beyond academics, our campus features essential amenities including a Prayer/Assembly Room with

modern sound equipment, accommodating up to 200 individuals for various activities. A fully Wi-Fi-enabled environment ensures seamless connectivity, while our sports fields, Fitness Centre, and ample parking cater to the physical well-being and convenience of our community.

In summary, T.N. Rao College of Teacher Education offers more than just facilities; we provide an ecosystem that nurtures academic excellence and personal growth. Our infrastructure is designed to inspire, innovate, and empower future educators, preparing them to meet the challenges of a rapidly evolving educational landscape with confidence and capability

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)

4.1.2

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

Response: 100

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

Response: 17

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 17

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 17.44

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
38.33585	1.48595	0.43500	6.19185	1.273088

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

Adoption of Integrated Library Management Systems (ILMS) at T.N. Rao College of Teacher Education

T.N. Rao College of Teacher Education has embarked on a journey towards modernizing its library services through the adoption of two advanced software solutions: SOUL 2.0 and TNRAO LMS. These systems are pivotal in enhancing accessibility to library resources and streamlining operations, aligning with our commitment to leveraging technology for effective educational support.

Integrated Library Management Systems (ILMS) Adopted

To meet the evolving demands of educational environments and ensure comprehensive library services, T.N. Rao College of Teacher Education has implemented the following systems:

SOUL 2.0

Overview: SOUL 2.0, developed by the INFLIBNET Centre, represents an advanced Integrated Library Management System designed to automate and streamline library operations from acquisition to circulation.

Functionality:

- Acquisition Management: Manages the entire acquisition process, including ordering, receiving, and tracking of library materials.

- Cataloguing: Efficient tools for cataloguing books, journals, and multimedia resources, ensuring easy retrieval and organization.

- Circulation Management: Streamlines issuance, renewal, return, and reservation of library items.

- Serials Control: Manages subscriptions and access to serial publications, maintaining comprehensive records.

- User Management: Efficient registration, management, and monitoring of library users.

Benefits: The adoption of SOUL 2.0 has significantly enhanced operational efficiency by automating routine tasks, reducing manual errors, and improving access to library resources.

TNRAO LMS (Learning Management System by Infinity Infoway Pvt. Ltd.)

Overview: TNRAO LMS, a specialized Learning Management System developed by Infinity Infoway Pvt. Ltd., facilitates remote access to the library's digital resources, catering specifically to the needs of our B.Ed. and M.Ed. programs.

Functionality:

- Remote Access: Enables students and faculty to access e-books and digital content from anywhere, supporting flexible and on-demand learning.

- E-Content Management: Facilitates easy uploading and distribution of educational materials among users.

- Library Automation: Automates distribution and updates of e-content, ensuring availability of the latest educational materials.

Benefits: TNRAO LMS extends the reach of our library by offering seamless remote access to a wide array of digital resources, enhancing the overall learning experience through organized and timely access to educational content.

Implementation and Outcomes

The integration of SOUL 2.0 and TNRAO LMS has revolutionized library management at T.N. Rao College of Teacher Education:

- Enhanced Accessibility: Provides seamless access to physical and digital library resources for students and faculty, irrespective of their location.

- Operational Efficiency: Automation of library processes has freed up staff time, allowing them to focus on strategic activities and improving resource utilization.

- Support for Remote Learning: TNRAO LMS's remote access capabilities align with our

institution's goal of supporting flexible and accessible learning environments.

- Improved Resource Utilization: Data analytics provided by TNRAO LMS enables informed decisions regarding resource acquisition and allocation.

Conclusion

The adoption of SOUL 2.0 and TNRAO LMS signifies a significant leap forward in the automation and modernization of library services at T.N. Rao College of Teacher Education. These systems not only enhance operational capabilities but also expand access to educational resources, reinforcing our commitment to providing high-quality education through innovative use of technology.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Remote Access to Library Resources at T.N. Rao College of Teacher Education

T.N. Rao College of Teacher Education has implemented advanced Integrated Library Management Systems (ILMS), notably TNRAO LMS, to enhance the accessibility and utilization of library resources. TNRAO LMS plays a crucial role in facilitating seamless remote access to a wide array of educational materials for our trainees and teachers.

TNRAO LMS

TNRAO LMS, developed by Infinity Infoway Pvt. Ltd., provides robust online E-Content management capabilities tailored to meet the specific needs of our B.Ed. and M.Ed. programs. It enables remote access to digital library resources and supports the distribution of educational materials. Faculty members can easily upload content, which is then automatically disseminated to users through the platform. The system also provides data analytics capabilities, offering insights into user engagement and resource utilization patterns.

Enhancing Accessibility and Learning Flexibility

TNRAO LMS significantly expands access to library resources beyond physical boundaries. Students and faculty can access e-books, journals, research papers, and other digital materials from anywhere, at

any time. This capability supports flexible learning environments, accommodating diverse learning styles and schedules among our academic community. Whether accessing resources for research, assignments, or personal enrichment, our users benefit from a seamless and responsive library experience that promotes continuous learning and academic growth.

Operational Efficiency and Resource Utilization

By automating online E-Content management and providing remote access to digital resources, TNRAO LMS enhances operational efficiency at T.N. Rao College of Teacher Education. Library staff can focus more on strategic activities such as enhancing content relevance and user support. The automation of processes like content distribution ensures timely access to updated educational materials, improving service delivery to our users.

Supporting Remote Learning Initiatives

TNRAO LMS stands as a cornerstone in supporting our institution's commitment to accessible education. The platform's capability to deliver educational content remotely aligns with our mission to provide high-quality education that is flexible and responsive to the needs of our diverse student body. Whether students are attending classes on-campus or participating in distance learning programs, they have equitable access to educational resources that enrich their academic journey and support their professional development.

Conclusion

The implementation of TNRAO LMS at T.N. Rao College of Teacher Education represents a significant enhancement in providing online E-Content and promoting accessible learning opportunities. This ILMS solution not only enhances operational efficiency but also empowers our community with flexible access to a wealth of educational resources. As we continue to leverage technology to support educational excellence, our commitment remains steadfast in providing innovative solutions that enrich the learning experience and prepare our students for success in their academic and professional endeavors.

File Description	Document
Landing page of the remote access webpage	[View Document](#)

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.5

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.600	0.31482	0.9112	0.38191	0.31204

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 10.01

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 836

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days)**

during the last completed academic year

Response: 1233

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 1056

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 1090

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 1200

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Technological Advancements at T.N. Rao College of Teacher Education

T.N. Rao College of Teacher Education places paramount emphasis on staying at the forefront of technological advancements, ensuring a cutting-edge learning environment for its trainees. The institution consistently updates its Information and Communication Technology (ICT) facilities, evolving both hardware and software components to reflect its commitment to excellence.

State-of-the-Art Infrastructure

At the heart of the institution's technological prowess is its computer laboratory, equipped with 200 desktops running on various operating systems, This versatility ensures compatibility and supports diverse learning needs. The lab is bolstered by a robust 100 Mbps LAN and an expansive Wi-Fi system, capable of supporting 500 users simultaneously with an impressive internet speed of 100 Mbps. This setup ensures seamless access to online resources for both trainees and faculty members.

Enhanced Security and Connectivity

The institution prioritizes safety with a comprehensive surveillance system featuring CCTV cameras and a fiber optic network covering critical areas and the entire campus, contributing to a secure environment for all.

Innovative Learning Spaces

Beyond the computer lab, the institution boasts specialized spaces such as an ICT-based learning technology room, a seminar hall with a smart board, and a universal hall equipped with a portable LCD projector and screen. These facilities facilitate interactive classes, seminars, and presentations, integrating educational technology, electronic content, and multimedia resources to enhance the learning experience.

Digital Library and Collaborative Learning

The institution's library embraces technology, offering unlimited access to e-journals and e-books. The library is partially automated using SOUL 2.0 and TNRAO LMS, enhancing accessibility and operational efficiency of library services. Faculty members employ creative methodologies like group assignments and PowerPoint presentations, leveraging ICT to foster collaborative learning among trainees.

Conclusion

T.N. Rao College of Teacher Education's commitment to providing updated ICT facilities underscores its

dedication to fostering a dynamic and technology-driven learning environment. By empowering trainees and faculty members with cutting-edge resources, the institution prepares them to succeed in an increasingly digital world.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.39

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 100

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4

Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**

4.Teleprompter

5.Editing and graphic unit

Response: A. All of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 36.6

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
35.36106	40.39510	5.36652	9.37861	9.63857

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

The T.N. Rao College of Teacher Education is dedicated to the effective maintenance and utilization of

its physical, academic, and support facilities, including laboratories, libraries, sports complexes, computers, and classrooms.

The Internal Quality Assurance Cell (IQAC) plays a crucial role in monitoring and evaluating the requirements for maintaining these facilities. Feedback from trainees and faculty members is regularly sought to address infrastructure maintenance needs. The College Admin Committee members oversee activities such as building maintenance, general cleanliness, support facilities (safe drinking water, waste management, washrooms), replacement of fire extinguishers, electrical work, plumbing, power supply, generators, gas lines, and water tanks. Electronic devices, including projectors, computers, printers, photocopiers, and air conditioners, undergo regular servicing to ensure optimal performance. They report to the principal regarding any queries for maintenance.

The management of T.N. Rao College has implemented measures to streamline the maintenance process. An in-house team of 10 people has been hired for cleanliness and maintenance of the infrastructure. This team, supervised by a manager, handles infrastructure maintenance and includes an electrician and a sports teacher who contribute to the upkeep of specific facilities.

The Youth Welfare Committee also oversees sports facilities and laboratories, ensuring their proper maintenance and addressing any queries directly with the principal.

Laboratories, an integral part of the academic infrastructure, are maintained by teaching staff. Electronic equipment, including the solar roof, is under the purview of dedicated personnel or contracted companies. A gardener is employed to maintain the green campus, with trainees actively participating in preserving the environment.

The institution provides various specialized labs, including computer labs, a library, science labs, and psychology labs. Users of these facilities are mindful of their responsible use, and lab in-charges ensure proper maintenance. Computer labs are equipped with the latest hardware, regularly upgraded based on needs. ICT facilities and campus Wi-Fi connections are maintained by service providers.

The sports facilities, managed by dedicated physical education teachers and overseen by the Youth Welfare Committee, include sports rooms and playgrounds. Strict control over the usage of sports materials is maintained. Multiple playgrounds inside the campus facilitate various sports and games, ensuring a well-rounded physical education experience for trainees.

Classrooms, the core of the teaching-learning process, receive special attention from the institute authorities. Faculty members can request repairs and maintenance of classroom furniture and equipment, underscoring the commitment to providing conducive learning environments.

In conclusion, T.N. Rao College of Teacher Education's systematic approach to maintaining and utilizing its facilities reflects a commitment to excellence in both academic and physical realms. Continuous evaluation, feedback mechanisms, and dedicated personnel ensure that the infrastructure supports the institution's overarching goals of holistic education and sustainable development. This structured maintenance strategy sustains the quality of education and fosters a nurturing environment for both faculty and students

File Description	Document
Appropriate link(s) on the institutional website	[View Document]()

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: A. All of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

File Description	Document
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 10.66

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
43	36	27	10	10

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 29.8

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 76

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**	
5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**	

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 25.21

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
279	9	1	6	3

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Empowering Tomorrow's Leaders: The Role of the Student Council at T.N. Rao College of Teacher Education

The Student Council at T.N. Rao College of Teacher Education plays a pivotal role in cultivating a

vibrant and supportive campus environment. Through their proactive engagement in community service, cultural celebrations, environmental stewardship, and leadership within institutional committees, the council empowers students and enriches the college community.

Community Engagement and Service

Partnering with the Rotaract Club, the Student Council manages the Playhouse at Rashtriya Shala, offering students hands-on learning experiences that nurture creativity and support children's educational journeys. This initiative underscores the college's commitment to experiential learning and holistic education. Additionally, the council volunteers at Sneh Nirjar, a school for individuals with mental challenges, fostering empathy and inclusivity among students while addressing diverse societal needs.

Celebrating National Pride and Cultural Heritage

During significant occasions like Kargil Vijay Diwas and Janmashtami, the council demonstrates its dedication to national pride and cultural heritage. On Kargil Vijay Diwas, students honor Indian soldiers by crafting and distributing Rakhis, symbolizing respect and gratitude for their sacrifices. Similarly, during Janmashtami, fundraising activities support Shreeji Gaushala in Rajkot, emphasizing the college's commitment to animal welfare and community support, fostering cultural unity among students.

Environmental Stewardship

The Student Council actively promotes environmental responsibility through initiatives like the Green Sweep Initiative, in collaboration with the Rotaract Club. By organizing cleaning drives and awareness campaigns, the council advocates for sustainability and responsible citizenship, contributing to a cleaner and greener campus environment.

Holistic Development and Student Welfare

Beyond service and environmental efforts, the council prioritizes holistic student development. Educational trips under the "Wisdom on Wheels" program provide experiential learning opportunities outside the classroom, broadening students' perspectives. On Teacher's Day, the council celebrates educators, fostering gratitude and respect within the college community. Visits to the Old Age Home promote intergenerational connections, nurturing compassion and community bonds.

Cultural Enrichment

The council enhances campus life through cultural celebrations such as Rangoli competitions, Independence Day festivities, and Friendship Belt Making activities. These events promote diversity, and cultural awareness, and foster a sense of community among students.

Participation in Key Committees

The Student Council actively contributes to institutional committees like the Anti-Ragging Committee, Grievance Redressal Cell, Research Committee, and SC/ST Minority Cells. Their involvement ensures a safe, inclusive, and supportive campus environment. Participation in the Anti-Ragging Committee supports a respectful campus culture, free from harassment. The Grievance Redressal Cell addresses student concerns, promoting transparency and fairness. Involvement in the Research Committee

promotes academic excellence and innovation, while participation in SC/ST Minority Cells advocates for equality and inclusivity.

Institutional Leadership

The council's leadership activities shape institutional dynamics at T.N. Rao College. Annual elections and regular meetings ensure continuity and effective governance, fostering student leadership and engagement in college affairs.

In conclusion, the Student Council at T.N. Rao College of Teacher Education exemplifies proactive leadership and engagement. Through their diverse initiatives and committee involvement, they empower students, enrich campus life, and contribute significantly to the college's mission of nurturing responsible and compassionate individuals poised to make a positive impact on society.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 12.2

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
20	6	9	15	11

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The alumni of T.N. Rao College of Teacher Education play a pivotal role in the institution's continuous development and success. Their involvement spans across various facets, from curriculum enhancement to community service initiatives, reflecting their commitment to alma mater and educational excellence.

Alumni Participation in Curriculum Development

Distinguished alumni actively engage in in-house curriculum meetings, offering valuable insights and expertise. Alumni such as Solanki Nimisha Prabhatsinh, Gohil Kuldipsinh Gajendrasinh, Chhaniyara Vinit, Satish Chavda, Goswami Komal, Mehta Dixita, Hardik Chavda, and Vinit Chaniyara have contributed significantly. Their feedback ensures that the curriculum remains relevant, comprehensive, and aligned with contemporary educational standards. They provide crucial input on lesson planning, assessment methods, and the integration of new educational technologies.

Alumni's Role in Youth Welfare and Community Activities

Beyond curriculum development, alumni actively participate in youth welfare community activities. Alumni like Chavda Satish, Vasveliya Heta, and Bamta Urvashi have not only attended but also contributed to fundraising efforts for community service projects, particularly during festivals like Janmashtami. Their support extends to funding Rotaract memberships, enabling students to engage in enriching extracurricular activities.

Key Contributions and Initiatives

1. **Motivating Fresh Enrollees:** Alumni regularly participate in orientation programs, sharing personal experiences and insights to inspire and guide new students.

2. **Organizing Extracurricular Activities:** They spearhead cultural events, sports meets, and workshops, fostering holistic development among students.

3. **Supporting Curriculum Delivery:** Alumni conduct guest lectures and workshops, enhancing educational experiences. For instance, Komal Goswami's sessions on TET and TAT exams have been instrumental.

4. **Mentorship Programs:** Alumni mentor current students, offering practical advice and career guidance, bolstering their professional growth.

5. **Financial Contributions:** Alumni contribute financially to various causes and fundraising endeavors, ensuring the institute's sustained growth and support for students.

Highlight: Alumni-Led Initiatives

Vinit Chaniyara's CTET preparation session in 2023 and Komal Goswami's contributions as a guest lecturer and mentor exemplify alumni leadership and impact within the institute community.

Alumni Involvement in Orientation Meets

Alumni participation in orientation meetings fosters a strong sense of community and belonging among new students, enriching their institute experience.

Conclusion

The active engagement of alumni from T.N. Rao Institute of Teacher Education underscores their dedication to fostering educational excellence and community welfare. Their contributions in curriculum development, student mentoring, and community service initiatives have been invaluable, shaping a vibrant learning environment. As the institute continues to evolve, alumni involvement remains integral to its ongoing success and the nurturing of future educators.

Looking Ahead

The institute eagerly anticipates continued alumni engagement, further strengthening bonds between past and present students and enhancing the overall educational journey at T.N. Rao Institute of Teacher Education.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**

2. **Involvement in the in-house curriculum development**

3. **Organization of various activities other than class room activities**

4. **Support to curriculum delivery**

5. **Student mentoring**

6. **Financial contribution**

7.   Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

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.

Response:

The Alumni Association stands as a pillar of support, actively contributing to the institution's growth and success. Our alumni play a pivotal role in quality improvement by sharing their experiences and engaging in various aspects of the institution's functioning. One of the key ways alumni contribute is by serving as motivational figures for current student

The Alumni Association stands as an effective support system, actively contributing to the institution's growth and success. Our alumni play a pivotal role in quality improvement by sharing their experiences and engaging in various aspects of the institution's functioning. One of the key ways alumni contribute is by serving as motivational figures for current student teachers. Recognizing their success, accomplished

alumni are invited to share their journey, inspiring the next generation and instilling a sense of pride and determination among trainees. Their presence and stories create a powerful impact, motivating trainees to strive for excellence and nurturing any special talents they may possess.

Furthermore, alumni members form an integral part of statutory bodies within the institution, reflecting the trust and confidence placed in their expertise and commitment to the institution's values. Seminars and workshops designed for professional development are consistently communicated to alumni, ensuring their continued involvement in the institution's growth and progress. This ongoing engagement extends to support during visits to apex bodies and accreditation organizations, where alumni actively contribute to showcasing the institution's achievements and strengths. Their participation in these activities demonstrates their dedication to nurturing the institution's academic and professional environment.

The Alumni Association serves as a conduit for the exchange of knowledge and experiences among teachers. By providing a common platform, alumni create an environment where insights into the field of teaching are shared, motivating current faculty members and nurturing special talents. Beyond the confines of the institution, alumni teachers willingly volunteer their time to judge co-scholastic activities, ranging from dance and music to general knowledge, essay writing, and debate. This involvement showcases their commitment to fostering a holistic educational environment and furthering the unique talents of students. The mutual trust between the institution and its alumni is evident in the esteemed alumni who grace important occasions as Chief Guests, ensuring a lasting connection that propels the institution forward through motivation, recognition, and continuous nurturing of talent.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - 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

Response:

At T.N. Rao College of Teacher Education, the governance structure is a testament to its commitment to effective leadership and participative management, seamlessly aligning with its vision and mission. The institution's vision is to create an environment that nurtures students into progressive, responsible, and character-driven individuals, capable of contributing to nation-building activities. This vision is supported by a mission focused on helping students realize their full potential while serving society and the nation. The institution strives to provide a holistic environment that promotes inclusiveness, shared responsibility, openness, adaptive governance, acknowledgment, and global dignity through dedication and devotion.

Central to this governance model is a strong emphasis on decentralization and participative management. This is evident through various specialized committees and cells, each responsible for specific academic and administrative functions, ensuring that every stakeholder, from the Principal to the trainees, is actively involved in decision-making processes, reflecting a bottom-up approach to governance.

The College Management Committee (CMC) plays a pivotal role in overseeing the institution's overall management and strategic direction. It comprises key administrative members and senior faculty, ensuring that major decisions are in harmony with the institution's vision and mission. The CMC is responsible for strategic planning, policy formulation, and ensuring that the institution's objectives are achieved.

The Internal Quality Assurance Cell (IQAC) focuses on institutionalizing quality assurance practices, enhancing academic and administrative quality through systematic processes, regular evaluations, and continuous improvement. The IQAC ensures that the institution meets accreditation standards and fosters a culture of quality and excellence.

The Curriculum Planning Meeting is tasked with designing and updating the curriculum to maintain its relevance and effectiveness. It involves faculty members who contribute to curriculum development, ensuring it meets educational standards and prepares students for real-world challenges.

The Youth Welfare Committee promotes the welfare and development of students, organizing activities and initiatives that enhance student engagement, well-being, and holistic development. The Research Committee supports faculty and students in research projects, providing guidance on methodologies and ensuring research aligns with academic goals.

The SC-ST Committee addresses the needs of Scheduled Castes and Scheduled Tribes students, ensuring

they receive the support needed to thrive academically and socially. Similarly, the OBC Committee supports students from Other Backward Classes, creating a supportive environment to address their challenges. The Minority Committee focuses on the welfare of minority students, ensuring their unique needs are met throughout their academic journey.

The Internal Complaint Committee handles grievances from students and staff, providing a platform for concerns to be voiced and ensuring fair and prompt resolution. The Grievance Redressal Cell addresses grievances related to academic, administrative, and personal issues systematically and effectively. The Anti-Ragging Cell works to prevent and address incidents of ragging, maintaining a safe and respectful environment for all students.

Each committee and cell at T.N. Rao College of Teacher Education contributes to a comprehensive governance framework, supporting effective management and participative decision-making.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

T.N. Rao College of Teacher Education exemplifies a commitment to decentralized and participative management, fostering an environment where faculty, trainees, and staff actively contribute to the institute's mission and values.

Decentralization permeates every level of the institute's organizational structure, empowering individuals from the Principal to Coordinators, faculties, and trainees to play pivotal roles in the management process. This approach not only distributes authority but also promotes a sense of ownership and responsibility among all stakeholders. Faculty members engage in regular mentoring sessions with trainees, providing essential guidance and support, thereby cultivating a nurturing and collaborative learning environment.

Policies and programs are meticulously executed with a focus on precision, constructiveness, and ethical considerations. Various committees and cells operate within the institution, each entrusted with specific mandates to ensure the smooth functioning of diverse activities. From the College Management Committee to specialized groups like the In-House Curriculum Committee and Research Committee, these entities play vital roles in decision-making processes and policy implementation. This decentralized structure promotes shared responsibility and encourages active participation in shaping the institute's

strategic direction.

Faculty autonomy extends to the procurement of essential resources such as books, financed through the library fund. Financial planning and policy presentations by the Principal involve comprehensive consultations with relevant stakeholders, ensuring transparency and alignment with institutional goals. Regular faculty meetings serve as platforms for collective goal-setting and achievement, facilitating the efficient execution of academic initiatives, technological advancements, and knowledge-sharing activities.

At the student level, departmental clubs such as the Electoral Literacy Club provide platforms for active engagement and participation. The involvement of coordinators and teachers in various cells and committees is integral to effective institute management. Oversight of committee and cell activities by the Principal ensures accountability and adherence to established protocols, while the Academic and In-House Curriculum Committee exercises autonomy in adjusting routines, allocating teaching assignments, and overseeing evaluation processes.

The Internal Quality Assurance Cell (IQAC) and Research Committee take leadership roles in organizing seminars, workshops, career counseling sessions, and inter-institute exercises. These initiatives are designed to enhance trainees' learning experiences and prepare them for professional challenges. The Cultural Committee and Youth Welfare Committee contribute to holistic student development through the organization of cultural functions and morning assemblies, promoting social integration and personal growth.

The Examination Committee plays a pivotal role in academic assessments, meticulously preparing date sheets, conducting internal examinations, and overseeing trainee evaluations. Meanwhile, the IQAC ensures quality assurance through regular monitoring and evaluation, fostering continuous improvement in educational practices and outcomes.

In essence, T.N. Rao College of Teacher Education's commitment to decentralization and participative management creates a dynamic and inclusive environment. By empowering individuals at every level, the institute harnesses the collective wisdom and expertise of its stakeholders to shape its trajectory towards excellence and innovation. This approach not only strengthens institutional resilience but also reinforces its dedication to providing quality education and holistic development opportunities for future educators.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

T.N. Rao College of Teacher Education is dedicated to implementing and maintaining transparent practices across financial, academic, administrative, and ethical domains. This report highlights the measures undertaken by the institution to ensure openness and ethical conduct in all its operations.

Financial Transparency

Budget Approval and Provision

The institution presents budget-related matters to the Governing Body of the College for approval at the onset of each academic year, ensuring a structured financial approach. Internal and external audits offer comprehensive insights into financial transactions. These audit reports are accessible to all stakeholders, promoting accountability. The institution allocates an annual budget for future enhancements, underscoring its dedication to long-term sustainability.

Cashless Transactions

To mitigate risks associated with cash transactions, the institution strictly adheres to a no-cash policy for both fee collection and expenditures.

Fee Structure

The institution follows the fee structure mandated by the affiliating University, ensuring transparency and fairness. Fee details are transparently published in admission prospectuses and on the institution's website, providing clarity to prospective students and their guardians.

Financial Aid and Scholarships

The institution facilitates the online scholarship process through the Government of Gujarat's portal, simplifying the application and disbursement process. Administrative staff disseminate scholarship information to students, ensuring eligible candidates are well-informed. The institution supports students receiving financial assistance from various sources, including caste-based or NGO support.

Academic Transparency

Online Admission Process

The admission process is conducted online and managed by the affiliating University, minimizing the potential for malpractice and ensuring a fair and transparent process.

Publication of Academic Information

Curriculum, Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs) are prominently published in prospectuses and on the institution's website, providing transparency regarding the academic structure.

Results and Internal Marks

Past results are diligently published on the website, promoting accountability and enabling stakeholders to evaluate the institution's academic performance. Internal marks are made publicly available on notice boards, ensuring students have access to their academic progress.

Fair Grievance Redressal

Assessed answer sheets are shown to students, and any grievances are addressed in the presence of a University representative, ensuring a fair and transparent resolution process.

Administrative Transparency

Inclusive Committees

Most committees include representation from students or alumni, fostering an inclusive decision-making process that reflects diverse perspectives within the institution.

Empowerment of the Principal

The management has delegated powers to the Principal, ensuring smooth administrative functioning while upholding accountability.

Code of Conduct

The institution's code of conduct for students, faculties, and administrative staff is transparently displayed on the website, establishing clear expectations and ethical standards.

Ethical Guidelines

Anti-Plagiarism Measures

Stringent anti-plagiarism measures are upheld, ensuring that all staff members adhere to ethical standards before publishing papers or guiding research scholars.

Faculty Ethics

Faculty members are prohibited from offering personal tuition, emphasizing the commitment to prioritize their roles within the institution and uphold ethical standards.

Complaints and Grievances

All minutes of important committees are promptly uploaded online through the institution's website, promoting transparency and ensuring stakeholders are informed about key decisions.

Conclusion

This report underscores T.N. Rao College of Teacher Education's dedication to transparency in financial,

academic, administrative, and ethical realms. By adhering to these practices, the institution fosters an environment of trust, accountability, and continual improvement, contributing significantly to its mission of delivering quality education with integrity and transparency.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	**View Document**

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

T.N. Rao College of Teacher Education has effectively executed its strategic plan, significantly enhancing educational quality and trainee preparedness. This strategic plan, developed from extensive feedback from peers, the Internal Quality Assurance Cell (IQAC), and Academic and Administrative Audits, highlights key focus areas and achieved improvements.

Enhancing Competitive Test Preparation

To improve readiness for the Teacher Eligibility Test (TET) and Teacher Aptitude Test (TAT), the institute implemented targeted initiatives:

- Specialized Sessions: The institute organized specialized sessions led by both in-house faculty and external experts. These sessions thoroughly covered exam syllabi and provided strategic insights, greatly enhancing trainees' preparedness.

- Mentor-Mentee System: A continuous mentor-mentee system was introduced, offering personalized guidance from faculty. This system enabled trainees to identify strengths and weaknesses, resulting in focused improvements in their exam preparation.

Academic Tours and Institutional Visits

Understanding the importance of exposure to diverse educational settings, the institute arranged several academic tours and visits:

- DPEO Office Visits: Trainees visited the District Primary Education Officer (DPEO) Office, gaining practical insights into educational administration and curriculum development. These visits provided real-world perspectives on educational practices.

- Academic Tours: Regular academic tours allowed trainees to experience different educational

environments. These tours broadened their perspectives and enhanced their understanding of various teaching methodologies.

Expansion of Value-Added and Add-On Courses

To support the professional and ethical development of trainees, the institute significantly expanded its value-added and add-on courses:

- Course Expansion: The number of value-added courses increased from 1 to 10 over the past academic year. Topics included Gandhian ideals and interpersonal skills, contributing to the holistic development of trainees.

- Course Impact: The expanded course offerings have had a significant impact, equipping trainees with essential skills and knowledge for their teaching careers while supporting personal growth.

Professional Development Programs

To ensure that faculty and trainees stay proficient with current technologies and educational practices, the institute implemented various Professional Development Programs (PDPs) and Faculty Development Programs (FDPs):

- Computer Fundamental Courses

- Microsoft Office Training

- Effective Use of Communication Tools

- Adapting to Remote Teaching

- Utilizing Online Learning Platforms

- Introduction to Educational Software

Maintaining ICT Standards

The institute is committed to maintaining high ICT standards. Since 2020, annual audit and administrative reports have been generated to ensure that ICT infrastructure remains state-of-the-art and meets educational needs.

Preparation for NAAC 3rd Cycle

The institute is preparing for its upcoming NAAC 3rd Cycle evaluation. Strategic initiatives are being refined to align with national educational standards, incorporating feedback from previous audits. This preparation will provide further insights into strengths and areas for improvement, driving continuous enhancement of educational practices.

Conclusion

The strategic plan at T.N. Rao College of Teacher Education has led to significant advancements in trainee preparation, professional development, and overall educational quality. The institute's commitment to excellence is evident through its rigorous efforts and audits. As it prepares for the NAAC 3rd Cycle evaluation, the institute remains dedicated to building on these successes and striving for further improvements to secure a bright future for its trainees.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

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.

Response:

The institutional bodies at T.N. Rao Institute of Teacher Education function with a high degree of effectiveness and efficiency, thanks to well-structured policies, administrative setup, appointment and service rules, and procedures that govern the institution. This comprehensive framework ensures seamless integration of all facets of operations, promoting an environment conducive to academic and administrative excellence.

Policies and Administrative Setup

The institute operates under meticulously crafted policies that guide its administrative and academic endeavors. These policies are regularly reviewed and updated to align with contemporary educational standards and regulatory requirements. The administrative setup supports the smooth functioning of the institution, with clearly defined roles and responsibilities for all staff members, ensuring streamlined processes and prompt issue resolution.

Appointment and Service Rules

The appointment and service rules at T.N. Rao Institute of Teacher Education are formulated to attract and retain high-quality faculty and staff. These rules encompass recruitment, performance evaluation, promotions, and grievance redressal. By adhering to transparent, merit-based procedures, the institution maintains a competent and motivated workforce.

Procedures and Role of IQAC

Procedures at the institution are clearly defined and documented to ensure consistency and

accountability. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in setting up these procedures. The IQAC establishes quality benchmarks for various academic and administrative activities, facilitates a learner-centric environment, and ensures continuous improvement in all institutional processes through regular audits and feedback mechanisms.

College Management Committee (CMC)

The College Management Committee (CMC) is the apex decision-making body overseeing all administrative decisions at T.N. Rao Institute of Teacher Education. The CMC approves policies, budget allocations, infrastructure developments, and other significant initiatives, ensuring participatory decision-making with inputs from faculty, staff, and students.

Performance Appraisal Reports

Performance appraisal at the institution is a rigorous and transparent process. Annually, performance appraisal reports are compiled and submitted to the CMC, evaluating faculty and staff based on predefined criteria. This process recognizes and rewards excellence while identifying areas for professional development.

Academic and Administrative Audit Reports

Regular academic and administrative audits measure the effectiveness and efficiency of institutional operations. These audits provide objective assessments, highlight strengths, pinpoint areas for improvement, and offer recommendations for enhancing efficiency. By evaluating academic programs, administrative processes, and infrastructure, the audits ensure the institution remains committed to delivering quality education.

Conclusion

The effective and efficient functioning of institutional bodies at T.N. Rao Institute of Teacher Education is due to well-defined policies, robust administrative setups, transparent appointment and service rules, and comprehensive procedures guided by the IQAC. The College Management Committee's involvement in major decisions and rigorous performance appraisal and audit processes reinforce the institution's commitment to excellence, fostering continuous improvement and innovation.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Annual e-governance report	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

At T.N. Rao College of Teacher Education, decentralization and participative management are exemplified through the operation of various committees and cells. These bodies, each with defined functions, demonstrate their effectiveness through comprehensive meeting documentation and the successful implementation of their decisions.

Key Committees and Their Impact

1. College Management Committee (CMC): The CMC oversees the college's administration and strategic direction. It ensures that institutional goals are met and resources are efficiently allocated. The effectiveness of the CMC is evident from the detailed minutes of its meetings and the successful execution of its resolutions, which align with the college's strategic objectives.

2. Internal Quality Assurance Cell (IQAC): The IQAC is tasked with enhancing the quality of education. It monitors academic performance, implements quality improvement measures, and ensures adherence to educational standards. The thorough documentation of IQAC meetings reflects its proactive approach and commitment to maintaining high academic standards.

3. Curriculum Planning Committee: This committee is responsible for developing and revising the academic curriculum. It incorporates feedback from stakeholders to keep the curriculum relevant. Its effectiveness is highlighted by the comprehensive records of its meetings and the successful incorporation of contemporary practices into the curriculum.

4. Youth Welfare Committee: Focused on student well-being, this committee organizes workshops and support programs. The detailed minutes of its meetings demonstrate its effectiveness in promoting student development and addressing their needs.

5. Research Committee: This committee supports research activities and facilitates research projects. Its effectiveness is demonstrated through detailed meeting minutes and the successful execution of research initiatives.

6. SC-ST Committee: This committee ensures the welfare of Scheduled Castes and Scheduled Tribes students. Its effectiveness is reflected in the well-maintained records and the implementation of policies that support the academic and social needs of SC-ST students.

7. OBC Committee: The OBC Committee addresses the concerns of Other Backward Classes students. The effectiveness of this body is evident from its structured approach to resolving challenges faced by OBC students and its documented efforts to create an inclusive environment.

8. Minority Committee: This committee safeguards the rights of minority students. Its effectiveness is demonstrated through its detailed meeting records and successful initiatives that promote the inclusion and support of minority students.

9. Internal Complaint Committee: Responsible for handling internal grievances, this committee ensures fair and transparent resolution of issues. Its effectiveness is shown in the systematic documentation of complaints and the prompt action taken to resolve them.

10. Grievance Redressal Cell: This cell deals with broader grievances from the college community. Its effectiveness is evident from its detailed records and the efficient handling of various issues, ensuring a fair redressal process.

11. Anti-Ragging Cell: The Anti-Ragging Cell works to prevent and address ragging incidents. Its effectiveness is reflected in its rigorous monitoring and documented preventive measures, as well as the resolution of reported cases.

Conclusion

The effectiveness of the various committees and cells at T.N. Rao College of Teacher Education is evident through their detailed meeting documentation and the implementation of their decisions. Each committee's active involvement in governance and administration underscores the institution's commitment to decentralization and participative management. This collaborative approach ensures diverse perspectives are integrated into decision-making processes, enhancing the overall functioning and effectiveness of the college.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

At T.N. Rao College of Teacher Education, the well-being of our teaching and non-teaching staff is paramount. To support their professional and personal growth, we have implemented a range of comprehensive welfare measures. These initiatives are designed to foster an environment that promotes holistic development, job satisfaction, and overall well-being.

Credit Society and Loan Facilities: Our Credit Society offers a streamlined process for staff to access loans. This facility ensures financial support for various personal and professional needs, contributing to their overall financial stability.

Professional Development Opportunities: We prioritize continuous learning by organizing regular training sessions, workshops, Faculty Development Programs (FDPs), seminars, and conferences. These opportunities are available to both teaching and non-teaching staff, enabling them to enhance their skills, stay updated with educational trends, and improve their professional competencies.

Duty Leave for Skill Enhancement: To encourage ongoing education, we provide duty leave for staff members attending workshops, orientation courses, refresher courses, and conferences. This policy ensures that our staff can pursue skill enhancement without any disruption to their regular duties.

Research Support: Recognizing the importance of research in academia, we offer dedicated research facilities for staff pursuing their Ph.D. We support their research endeavors by granting leave for Doctoral Research and Development activities and actively promoting the publication of their research papers. This support underscores our commitment to academic excellence and research advancement.

Provident Fund and CPF: In alignment with Gujarat Government policies, we provide Employees with Provident Fund (EPF) and Contributory Provident Fund (CPF) schemes. These financial schemes are instrumental in ensuring the long-term financial security and welfare of our staff members.

Leave Entitlements: Staff members are entitled to various types of leave, including vacation leave, casual leave, medical leave, and sick leave, in accordance with State Government regulations. This leave structure supports their work-life balance and addresses their personal and health-related needs.

Maternity/Paternity **Leave:**

We offer maternity and paternity leave benefits to support our staff during significant life events. This policy reflects our understanding of the importance of family and provides essential support during these critical times.

Access to ICT Facilities: To facilitate seamless academic and research activities, our staff have access to state-of-the-art ICT facilities. This access enhances their ability to conduct research and engage in scholarly activities effectively.

Support for Pre-Ph.D. Coursework: We grant duty leave to staff members attending Pre-Ph.D. coursework or engaging in Ph.D.-related activities. This measure supports their academic aspirations and contributes to their professional development.

Financial Assistance for Medical Emergencies: In the event of medical emergencies, we extend financial assistance to our staff. This support ensures that they receive timely help and can focus on their recovery without financial concerns.

In summary, the effective implementation of these welfare measures at T.N. Rao College of Teacher Education demonstrates our commitment to creating a supportive and enriching environment for our staff. By addressing their professional development, financial security, and personal needs, we ensure that our teaching and non-teaching staff can thrive both personally and professionally.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 27.96

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	0	0	10	8

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)

6.3.3

Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 13

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	5	1	1

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

6.3.4

Percentage 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

Response: 51.61

6.3.4.1 **Total 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 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	16	11	6

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

At T.N. Rao College of Teacher Education, we have established a robust Performance Appraisal System for both teaching and non-teaching staff. This system is designed to uphold high standards and promote continuous improvement within the institution.

Annual Assessment:

The performance appraisal process is conducted annually, typically following the completion of one year of service by each employee. This systematic approach provides a comprehensive evaluation of staff performance, offering valuable insights into their contributions and effectiveness within the institution. Annual assessments are crucial for tracking progress, setting goals, and addressing any performance-related concerns.

Objective Evaluation:

Our appraisal system aims to conduct an objective evaluation of staff members' performance, based on established norms and criteria. The focus is on providing fair and unbiased assessments that recognize achievements while identifying areas for potential growth. Constructive feedback is emphasized, fostering an environment conducive to professional development and improved performance.

Faculty Assessment:

Faculty members undergo a thorough performance assessment that takes into account various factors, including teaching effectiveness, engagement in academic activities, and contributions to the institution. Regular staff meetings and interactions with the Principal are integral to this process. The Principal's involvement provides valuable insights into individual faculty performance, contributing to personal growth and the overall enhancement of teaching standards. These interactions are essential for aligning

faculty efforts with institutional goals.

Academic Performance Evaluation:

A critical component of our performance appraisal system involves evaluating the academic performance of the Institute. This includes a comparative analysis of University results with our Institute's outcomes. Such evaluations offer insights into the effectiveness of teaching methodologies and overall academic standards. The findings from these evaluations are used to refine strategies for academic improvement and enhance the quality of education provided.

Recognition and Facilitation:

Deserving staff members are recognized and facilitated during meetings of the trustees at the end of the year. This recognition serves as a token of appreciation for their contributions and motivates them to continue their efforts towards the institution's success. Acknowledging achievements publicly reinforces a culture of excellence and professional development within the organization.

In Conclusion:

The Performance Appraisal System at T.N. Rao College of Teacher Education reflects our commitment to maintaining high standards and fostering continuous improvement. By conducting regular and objective assessments, providing constructive feedback, and recognizing achievements, we create a supportive environment where both teaching and non-teaching staff can excel. The emphasis on recognition and facilitation further strengthens our culture of appreciation and professional growth, ensuring that our staff members are motivated and equipped to contribute to the institution's academic excellence.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

T.N. Rao College of Teacher Education has implemented a comprehensive financial audit process to

ensure transparency, accountability, and compliance with best practices in financial management.

Auditing Process:

The annual financial audit at T.N. Rao College is conducted by a qualified Chartered Accountant. This auditor performs a detailed examination of the Institute's financial records, including balance sheets, receipts, and payments for the year. The auditing process involves thorough scrutiny to ensure accuracy and adherence to financial norms. Any questions or concerns raised by the auditor are promptly addressed, reflecting our commitment to financial diligence. The Accounts Department maintains meticulous records of all transactions, which are subject to periodic internal audits.

Internal Audit Unit:

Our internal audit unit plays a crucial role in maintaining financial integrity. Conducted quarterly, this internal audit is performed by an independent Chartered Accountant appointed by the management. The internal auditor reviews supporting documents such as vouchers, bill payments, quotations, and management approvals. This internal review process ensures that all financial activities comply with established norms and regulations, providing an additional layer of oversight.

Government Audit:

In addition to internal audits, the Institute undergoes external government audits. These audits provide an extra layer of scrutiny and validate the accuracy and transparency of our financial practices. Government audits are essential for ensuring that our financial management adheres to regulatory standards, enhancing the credibility of our financial operations.

Transparent Financial Management:

The Institute prides itself on a robust and transparent financial management system. Expenditure approval processes are clearly defined, requiring prior authorization from the Principal before funds are released. This structured approach ensures that all expenses are properly sanctioned and documented. We maintain a high level of transparency in financial transactions, with well-defined rules guiding the sanctioning and reporting of expenditures.

E-Payments and Documentation:

We emphasize the use of e-payment methods to enhance the security and traceability of financial transactions. Whenever possible, payments are made electronically to ensure a secure and verifiable process. After each expenditure or event, documentary evidence such as invoices, vouchers, or receipts is collected and compiled into an expense statement. This detailed documentation supports transparency and accountability in financial reporting.

Cashless Transactions:

To further ensure accountability and minimize discrepancies, the Institute actively avoids cash transactions. Nearly all payments are processed through bank transactions, aligning with modern financial best practices. This shift to cashless transactions reduces the risk of errors and enhances the overall efficiency of our financial operations.

In Conclusion:

T.N. Rao College of Teacher Education's financial audit process is designed to uphold the highest standards of financial integrity and transparency. Through rigorous external and internal audits, careful documentation, and a commitment to cashless transactions, the Institute demonstrates its dedication to effective financial management. These practices ensure that our financial operations are conducted with the utmost accountability, supporting the overall success and credibility of the institution.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)

6.4.2

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

At T.N. Rao College of Teacher Education, effective strategies for fund mobilization and optimal resource utilization are essential for maintaining high educational standards and supporting comprehensive institutional development. The college has implemented a structured approach to ensure that funds are raised efficiently and utilized effectively to benefit both academic and non-academic aspects of the institution.

Fund Source and Mobilization

Student Fee Collection is the primary source of funds for the college. This regular revenue stream is crucial for the institution's daily operations and future planning. The college has established a streamlined and transparent fee collection process, ensuring that fees are collected on time and managed efficiently. This involves clear communication with students and parents about fee structures and deadlines, as well as efficient administrative procedures for handling payments. The system is periodically reviewed to address any issues and make necessary improvements.

Fund Utilization

The utilization of funds is categorized into two major areas: **Salary** and **Student Welfare**.

A) Salary

1. **Teaching and Non-Teaching Staff Salary:** A significant portion of the funds is allocated to the salaries of both teaching and non-teaching staff. This investment is critical for attracting and retaining qualified professionals who contribute to the institution's educational quality. The college regularly reviews its salary structure to ensure it remains competitive and equitable, supporting staff retention and satisfaction.

B) Student Welfare

1. **MOU with Infinity Infoway Pvt. Ltd.:** A key initiative in student welfare is the Memorandum of Understanding (MOU) with Infinity Infoway Pvt. Ltd., involving an investment of 45 lakhs to enhance ICT-based facilities. This substantial investment upgrades the technological infrastructure of the college, supporting modern teaching methods and providing students with access to advanced digital tools.

2. **Finance Assistance to Researchers:** The college provides financial assistance to researchers, facilitating high-quality research projects and academic inquiry. This support enhances the institution's research capabilities and contributes to its academic reputation.

3. **Student Welfare Expenses:** Funds are also allocated to various student welfare activities, including health care, counseling services, and financial aid for students in need. These initiatives create a supportive environment that addresses students' diverse needs and promotes their overall well-being.

4. **Expense on Visiting Lecturers:** The college invests in bringing visiting lecturers to provide additional expertise and perspectives. This initiative enriches the academic experience by introducing students to new ideas and advanced knowledge.

5. **Student Activity Expenses:** Funds are dedicated to supporting student activities such as academic events, cultural programs, and sports. These activities are crucial for the holistic development of students, fostering skills like leadership and teamwork beyond the academic curriculum.

Strategic Implementation

The implementation of these fund utilization strategies involves careful planning and ongoing monitoring. The college employs a transparent financial management system to track expenditures and assess the effectiveness of fund allocation. Regular audits and evaluations ensure that financial resources are used efficiently and aligned with the institution's goals.

In summary, T.N. Rao College of Teacher Education employs strategic approaches for fund mobilization and utilization to support its mission of providing quality education and comprehensive student support. Through effective management and strategic investments, the college maintains its commitment to excellence and fosters a dynamic learning environment.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

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

Response:

The Internal Quality Assurance Cell (IQAC) at T.N. Rao College of Teacher Education is pivotal in institutionalizing quality assurance strategies, significantly advancing educational standards. The IQAC's multifaceted role ensures that a culture of quality permeates every aspect of the institution, from academic excellence to administrative efficiency.

Policy Oversight and Strategic Planning

The IQAC is responsible for overseeing policy decisions and recommending innovative ideas to achieve educational excellence. It sets and manages institutional goals, ensuring their effective implementation. By aligning quality assurance strategies with long-term institutional objectives, the IQAC contributes actively to strategic planning, integrating these strategies into the broader framework of the college's mission and vision.

Fostering a Culture of Quality

Central to the IQAC's role is fostering a culture of continuous improvement and excellence. The cell monitors outreach and community activities, providing critical feedback to help the institution meet its goals. This proactive approach embeds a culture of quality in all facets of institutional operations, encouraging ongoing development and enhancement.

Documentation and Monitoring

The IQAC ensures comprehensive documentation of quality-related processes and continuous monitoring of both academic and administrative activities. This detailed record-keeping creates a valuable repository of institutional knowledge, supporting future planning and compliance with accreditation requirements. The meticulous documentation helps the institution maintain a clear overview of its progress and areas for improvement.

Benchmarking and Quality Audits

Benchmarking and quality audits are integral to the IQAC's functions. The cell engages in benchmarking to compare institutional practices with industry standards, facilitating the adoption of effective strategies for continuous improvement. Regular quality audits, including Academic Administrative Audits and Performance Appraisal Reports, provide essential insights into institutional performance and highlight areas needing enhancement.

Feedback Systems and Professional Development

The IQAC manages robust feedback systems involving trainees, faculty, and stakeholders. By incorporating diverse perspectives into quality improvement initiatives, the IQAC ensures that feedback is effectively utilized to enhance institutional practices. The shift to an online feedback system has further improved accessibility and efficiency, allowing for real-time data collection and analysis.

Professional development is a key focus of the IQAC, which encourages faculty and staff to participate in programs that enhance their skills and understanding of quality standards. This emphasis on continuous professional growth supports the overall effectiveness of the institution and contributes to maintaining high educational standards.

Accreditation Preparedness

The IQAC plays a crucial role in accreditation preparedness by systematically addressing quality parameters. This ensures that T.N. Rao College is well-prepared for accreditation reviews. Recent efforts include pursuing GSIRF accreditation, and demonstrating the institution's commitment to meeting and exceeding accreditation standards.

Strategic Alliances and Institutional Research

The IQAC fosters strategic alliances with external bodies, accrediting agencies, and industry partners, keeping the institution informed about global trends and standards. Institutional research is another significant contribution, with the IQAC engaging in research activities and data collection, such as collaborations with Saurashtra University's Psychology department for departmental surveys. This research supports evidence-based decision-making and continuous improvement.

Conclusion

In conclusion, the IQAC at T.N. Rao College of Teacher Education is central to institutionalizing quality assurance strategies. Its diverse functions embed a commitment to quality throughout the institution, driving continuous improvement and ensuring sustained excellence in both academic and administrative

areas

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The T.N. Rao College of Teacher Education is steadfast in its pursuit of academic excellence and continual improvement, as demonstrated by its strategic initiatives and rigorous monitoring through the Internal Quality Assurance Cell (IQAC) and various committees. These efforts highlight the institution's dedication to maintaining high educational standards and institutional quality.

From 2018, the college embarked on a series of quality initiatives aimed at enhancing educational and administrative processes. Recognizing the need for a structured approach in the absence of specific guidelines from affiliating universities, T.N. Rao College of Teacher Education developed a comprehensive code of conduct applicable to all teaching, administrative staff, and trainees. This measure set a foundation for ethical and professional behavior within the institution.

In 2018, the college introduced Value Added Courses to enrich the educational experience and promote inclusiveness and physical fitness. These initiatives were complemented by a feedback system designed to gather input from students and practice teaching schools, which informed further improvements. Additionally, support for faculty research and publication was bolstered, alongside the establishment of grievance cells and anti-ragging measures. Environmental initiatives, such as rainwater harvesting, were also implemented, reflecting the institution's commitment to student welfare and environmental sustainability.

The year 2019 saw the launch of the Rotaract Club, fostering leadership skills and community service among students. The college partnered with Brainzorg for professional development programs, which enhanced teaching methodologies and facilitated the adoption of innovative practices. Feedback mechanisms were extended to include employees of practice teaching schools, ensuring a comprehensive approach to quality improvement. Cultural enrichment through field visits and activities at the Rashtriya Shala Playhouse underscored the college's emphasis on holistic education and cultural awareness.

Adapting to the evolving educational landscape, T.N. Rao College of Teacher Education integrated digital learning tools in 2020. The introduction of online assessments and Google Classroom exemplified the institution's commitment to flexible learning solutions. Collaborations with Saurashtra University's Department of Psychology expanded research opportunities for trainees, while internal and external academic audits ensured the maintenance of high educational standards. Partnerships with NGOs

facilitated community activities, further demonstrating the college's dedication to social responsibility and engagement.

In 2021, the college focused on inclusive education, aligning its programs with the National Education Policy (NEP) 2020. Initiatives were introduced to support deprived students and prepare for the implementation of NEP 2020, showcasing the institution's proactive approach to educational reforms and equitable learning environments.

The year 2022 marked an expansion of outreach programs, with a strong emphasis on mental health awareness and gender literacy. These initiatives aimed to enhance community engagement and support student well-being. The institution's commitment to gender-related issues and mental health reflects its holistic approach to education and its role in fostering a supportive and informed student community.

Overall, T.N. Rao College of Teacher Education's strategic initiatives, rigorous monitoring, and commitment to quality reflect its ongoing dedication to academic excellence, inclusive education, and community engagement.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 8

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	10	6	19

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

TN Rao College of Teacher Education stands as a beacon of academic excellence and continuous improvement in the field of teacher education. The institution's dedication is evident through a series of strategic initiatives meticulously tracked by the Internal Quality Assurance Cell (IQAC), and various committees. These efforts underscore TN Rao College's unwavering commitment to delivering high-quality education and achieving institutional excellence.

The college has diligently pursued academic and administrative advancements, guided by the principles of inclusivity, technological integration, and community engagement. Notably, the institution introduced

Value Added Courses in 2018 to promote holistic development among its students. These courses not only enhance physical fitness but also foster inclusiveness within the academic community. Concurrently, TN Rao implemented robust feedback systems for students and practice teaching schools, facilitating continuous improvement in educational practices. The support for faculty research and publication further enriches the academic environment, encouraging scholarly pursuits that benefit both students and the broader educational community.

In addition to its internal initiatives, TN Rao College has actively engaged with external partners and stakeholders to enhance its educational offerings. Collaborative efforts with organizations like Brainzorg have led to professional development programs aimed at refining teaching methodologies. Such partnerships not only enrich the educational experience but also equip trainees with practical skills essential for their professional growth.

Embracing the digital age, TN Rao College swiftly adapted to online learning platforms in 2020. The integration of tools like Google Classroom and online assessments streamlined educational processes, ensuring continuity and flexibility in learning. These technological advancements were complemented by collaborations with Saurashtra University's Department of Psychology, expanding research opportunities for trainees and fostering a culture of academic inquiry.

Maintaining rigorous academic standards is a cornerstone of TN Rao College's educational philosophy. Internal and external academic audits are regularly conducted to uphold these standards and ensure compliance with regulatory requirements. These audits not only validate the quality of education but also drive continuous improvement initiatives across the institution.

Beyond academic excellence, TN Rao College places a strong emphasis on social responsibility and community engagement. Partnerships with NGOs have facilitated various community activities, reflecting the institution's commitment to fostering societal well-being through education. Initiatives promoting mental health awareness and gender literacy among students further underscore TN Rao's holistic approach to education, nurturing well-rounded individuals prepared to contribute positively to society.

Looking forward, TN Rao College remains dedicated to aligning its curriculum and practices with contemporary educational reforms, such as those outlined in the National Education Policy (NEP) 2020. These initiatives aim to create inclusive learning environments that cater to the diverse needs of all students, ensuring equitable access to quality education.

In conclusion, TN Rao College of Teacher Education continues to uphold its reputation as a center of educational excellence and innovation. Through strategic initiatives, technological integration, and a steadfast commitment to continuous improvement, the college prepares future educators equipped to meet the challenges of a rapidly evolving educational landscape.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)

Criterion 7 - 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

Response:

T.N. Rao Institute of Teacher Education is dedicated to energy conservation through a multifaceted strategy that includes energy-efficient practices, the integration of alternate energy sources, and continuous awareness campaigns. These initiatives reflect the institution's commitment to sustainability and responsible energy consumption, setting an exemplary standard for others to follow.

Energy-Efficient Practices

The institute's infrastructure is thoughtfully designed to optimize natural light and ventilation, significantly reducing the need for artificial lighting and air conditioning. This architectural approach ensures that the buildings remain well-lit and cool, minimizing reliance on electrical systems. Additionally, the institute encourages staff and trainees to turn off lights and fans when not in use, fostering a culture of responsible energy consumption at an individual level.

To further enhance energy efficiency, the institute has replaced high-wattage CRT monitors with energy-efficient LCD monitors and uses cost-effective LED lights throughout the campus. Floor-wise master switches enable the shutdown of power for entire rooms during periods of inactivity, ensuring that energy is not wasted when facilities are not in use.

Alternate Energy Sources

In its commitment to sustainable energy, T.N. Rao Institute has incorporated solar power as a significant component of its energy strategy. Solar panels are strategically placed on rooftops and open areas to harness sunlight effectively. These panels are connected to solar inverters and battery storage systems, which convert and store excess solar-generated electricity for use during periods of low sunlight or at night. The implementation of a 13.200 KVA solar PV power plant contributes power to the entire building and even feeds excess electricity back into the grid, showcasing the institute's dedication to reducing its carbon footprint.

Awareness Campaigns and Education

The institute places a strong emphasis on educating its community about the importance of energy conservation. Awareness programs are regularly conducted to inform staff and trainees about the benefits of energy efficiency and the role they can play in conserving energy. Signboards and informational materials are strategically placed around the campus to remind everyone of simple yet effective energy-saving practices.

Uninterrupted Power Supply (UPS)

To ensure an uninterrupted power supply, especially for critical computing needs, the institute employs Uninterruptible Power Supply (UPS) systems. These systems provide backup power, ensuring that essential activities can continue without disruption even during power outages. This commitment to maintaining a stable and reliable power supply underscores the institute's dedication to both efficiency and reliability.

Conclusion

T.N. Rao Institute of Teacher Education's energy conservation initiatives encompass efficient infrastructure design, individual awareness programs, and the integration of alternate energy sources. By combining energy-efficient technologies with sustainable practices, the institute not only reduces its environmental impact but also promotes a culture of responsibility and sustainability among its community. These efforts position T.N. Rao Institute as a leader in fostering a more energy-efficient future, setting a benchmark for educational institutions committed to environmental stewardship.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

T.N. Rao College of Teacher Education is committed to the principles of "Maximum Sustainable Waste Management" as a cornerstone of its waste management services. Recognizing the importance of involving its primary stakeholders—staff and trainees—the institute strives to ensure the efficient and sustainable use of resources.

Implementation Procedure

Solid Waste Management

The institute has established a comprehensive solid waste management system that emphasizes the segregation of different waste types. Hand sorting is employed to separate wet, dry, paper, and green waste. This meticulous segregation process ensures that each type of waste is handled appropriately and sustainably.

a) Food Waste Management:

Food waste generated from the institute's kitchen during programs is collected, decomposed, and repurposed as manure for gardening purposes. This process not only reduces the amount of waste sent to landfills but also supports the institute's gardening and landscaping activities by providing nutrient-rich compost.

b) Plastic and Paper Waste Management:

Although the generation of plastic and paper waste is relatively low, the institute ensures their responsible disposal. Plastic waste is sold to external agencies for recycling, while one-sided papers are reused for off-the-record work within the institute. Waste paper boxes are strategically placed in labs, staff rooms, and administrative areas to encourage proper disposal and recycling.

E-Waste Management

The institute actively addresses electronic waste by segregating old computers, batteries, and wires for proper disposal at regular intervals. Partnering with authorized agencies, the institute ensures the environmentally sound separation of materials, contributing to the responsible recycling and reuse of electronic components. Additionally, the institute donates computers with lower configurations to schools under the same management, promoting the reuse of electronic devices and supporting educational initiatives.

Activities Related to Waste Management

To foster environmental consciousness and responsible waste management practices, the institute engages in various activities:

1. **Workshop on Best Out of Waste:** Regular workshops are organized to encourage creative and sustainable utilization of materials, emphasizing the concept of 'best out of waste.' These workshops inspire trainees and staff to think innovatively about waste materials and their potential for reuse.

2. **Group Discussions Amongst Trainees:** Trainees actively participate in group discussions focused on topics related to waste management. These discussions aim to raise awareness, share ideas, and foster a sense of responsibility among the trainee community. Engaging in these conversations helps trainees develop a deeper understanding of the importance of waste management and sustainability.

Conclusion

Through the combination of well-defined policies, effective waste management procedures, and educational initiatives, T.N. Rao College of Teacher Education endeavors to create a sustainable and environmentally conscious community committed to responsible waste management practices. By promoting the segregation, recycling, and repurposing of waste, the institute not only minimizes its environmental impact but also sets a benchmark for sustainable practices in educational institutions. This holistic approach to waste management reflects the institute's dedication to fostering a culture of sustainability and environmental stewardship among its stakeholders.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)

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**

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

The T.N. Rao College of Teacher Education upholds a steadfast commitment to cleanliness, sanitation, and environmental sustainability, aligning with the national "Swachh Bharat Mission." This dedication extends across all facets of the institute, setting a precedent for trainees, teachers, and staff. Recognizing that cleanliness is integral to a healthy and productive learning environment, we implement various measures to ensure our campus remains pristine and conducive to learning.

One of the primary steps T.N. Rao College of Teacher Education takes to promote cleanliness is the strategic placement of door mats in classrooms and trash bins throughout the campus. This simple yet effective measure helps maintain the cleanliness of indoor spaces. Moreover, the prompt removal of broken or unused materials contributes to an organized and clutter-free environment, reducing distractions and promoting focus among students and staff. Regular maintenance routines ensure that facilities remain in optimal condition, reinforcing our commitment to a clean campus.

Sanitation is prioritized to ensure the well-being of the entire institute community. Emphasis is placed on personal hygiene, with accessible facilities for handwashing and hygiene education integrated into the curriculum. Providing safe drinking water is a fundamental aspect of our sanitation efforts, ensuring that all members of our community have access to clean water. Effective waste disposal systems are in place, including recycling programs and the proper segregation of waste, contributing to a sanitary environment.

Environmental sustainability is at the core of T.N. Rao College of Teacher Education's ethos. Green cover enhancement is a significant part of our environmental efforts. With five well-maintained gardens on campus and an annual tree plantation drive, we actively work to increase greenery and create a serene environment conducive to learning and relaxation. Additionally, the institute is committed to becoming a carbon-negative campus through sustainable practices. This includes harnessing solar energy with panels installed on buildings, implementing rainwater harvesting systems, and maximizing natural light penetration in our architectural designs.

Creating a pollution-free, healthy environment involves collective efforts and a commitment to sustainability. TNRT actively engages in practices aimed at reducing waste and promoting sustainability. These practices include minimizing the use of disposable cups, participating in community clean-up events, and managing e-waste responsibly. The adoption of LED bulbs throughout the campus reduces energy consumption, while regular green audits help monitor and enhance our sustainability efforts. Waste control measures, such as composting organic waste and encouraging the use of reusable materials, further contribute to a cleaner and healthier institute.

In conclusion, the T.N. Rao College of Teacher Education remains unwavering in its pursuit of a clean, green, and pollution-free campus. Through practical initiatives, community involvement, and a culture of responsibility, we aim to provide not only quality education but also instill a sense of environmental consciousness among our community members. Our commitment to cleanliness, sanitation, and

sustainability sets a standard for educational institutions and reflects our dedication to creating a better future for all. By fostering a clean and green environment, we ensure that our students learn the importance of environmental stewardship and carry these values into their future roles as educators and responsible citizens.

File Description	**Document**
Documents and/or photographs in support of the claim	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: B. Any 4 of the above

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

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 1.21

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.22400	1.97494	0.41289	0.43838	0.26339

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The T.N. Rao College of Teacher Education in Rajkot consistently demonstrates a profound commitment to addressing social, environmental, and community issues. The institution actively fosters awareness and empathy through a diverse range of initiatives, such as visits to orphanages, participation in N.S.S camps, blood donation drives, visits to old age homes in Rajkot.

Additionally, the institute engages in impactful endeavors like remedial programs for children with special needs and intellectual disabilities, the Helping Hands program, community work for Swachh and Saaf Abhiyaan (Cleanliness Campaign), and workshops on Cancer Awareness. These activities not only fortify the institution's ethical framework but also provide trainees with invaluable hands-on experiences, fostering teamwork and preparing them for successful careers.

By aligning efforts with the local environment, utilizing locational knowledge and resources, and addressing community practices and challenges, the institution effectively contributes to the holistic development of its students. These initiatives serve as a testament to the institution's dedication to creating socially responsible and well-rounded individuals who are not only equipped with academic knowledge but are also actively engaged in making a positive impact on society.

Year	Number of initiatives to	Number of initiatives	Date & Duration of	Name of the initiative	Issues addressed

	address locational advantages and disadvantages	taken to engage with and contribute to local community	the initiative		
2018	1	1	Full year	Teaching the deprived	- Trainees regularly went to Rashtriya Shala for Playhousekids - training
2019	2	2	Full year	Teaching the deprived	- Trainees regularly went to Rashtriya Shala for Playhousekids - training. - Trainees visit the Resource center shala no - 68 for Disabled Children
2019	1	1	Five Days	Practice Teaching School	Traffic Awareness Activities and TreePlantation Drive and Save Petrol Awareness Activities
2020	1	1	Full year	Teaching the deprived	- Trainees regularly went to Rashtriya Shala for Playhousekids - training.
2021	2	2	Full year	Teaching the deprived	- Trainees regularly went to Rashtriya Shala for Playhousekids - training. -Wisdom on Wheels - teaching

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2022	2	2	Full year	Teaching the deprived	- Trainees regularly went to Rashtriya Shala for Playhousekids - training. -Spreading Awareness about Disabilities at Sneh Nirjar
2022	1	1	Five Days	Practice Teaching School	Road Safety Awareness Activities and World Water Day Activities

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practices at T.N. Rao College of Teacher Education

Title of the Practice: Teaching to the Deprived
Duration: From 2019
Objectives of the Practice: The initiative aims to provide equitable access to education, create an inclusive learning environment, offer personalized learning, foster holistic development, engage the community, develop essential skills, and ensure cultural sensitivity.
The Context: The practice addresses significant challenges such as limited resources, socio-economic barriers, the need for teacher training and support, parental involvement, cultural sensitivity, transportation issues, community resistance, and time constraints.
The Practice: T.N. Rao College of Teacher Education's "Teaching the Deprived" initiative encompasses various innovative learning techniques, focusing on equitable access, inclusive learning, personalized learning, holistic development, community engagement, skill development, and cultural sensitivity. This initiative involves supporting the Playhouse of Rashtriyashala, collaborating with the Government of Gujarat on the "Wisdom on Wheels" project, and engaging with "Sneh Nirzar" to support children with mental challenges. The college's holistic approach ensures that education extends beyond the classroom, fostering a sense of community responsibility and developing well-rounded educators equipped with essential skills.
Evidence of Success: The success of this practice is evidenced by appreciation letters from Rashtriya Shala and Saurashtra University, acknowledging the college's significant contributions.
Problems Encountered and Resources Required: The main challenges include time constraints for

trainees, limited transportation and financial resources, and technological equipment limitations.

Title of the Practice: Preparing Trainees for Competitive Tests for School Teachers
Duration: From 2019
Objectives of the Practice: This practice aims to enhance subject knowledge, develop pedagogical skills, improve test-taking strategies, foster technological literacy, and promote professional ethics and values.
The Context: The practice addresses challenges such as time constraints, resource limitations, test anxiety, adapting to exam formats, technological challenges, competition, evolving test patterns, lack of personalized guidance, work-life balance, and emotional resilience.
The Practice: T.N. Rao College of Teacher Education has implemented a comprehensive approach to preparing aspiring educators for competitive exams. This includes enhancing subject knowledge through faculty expertise, developing pedagogical skills, practicing test-taking strategies, integrating technological literacy, and instilling professional ethics and values. The college provides specific resources and special lectures to enrich students' learning experiences and prepare them for exams like TET, TAT, and CTET.
Evidence of Success: The success of this practice is reflected in the high pass rates of trainees in competitive tests.
Problems Encountered and Resources Required: Challenges include time constraints for trainees, limited academic resources, financial constraints, and technological equipment limitations.

Conclusion: Both best practices at T.N. Rao College of Teacher Education exemplify the institution's commitment to holistic and inclusive education. "Teaching the Deprived" addresses equitable access and community engagement, while "Preparing Trainees for Competitive Tests" focuses on academic excellence and professional development. These initiatives not only enhance the educational experiences of trainees but also contribute significantly to the broader community, setting a high standard for teacher education institutions.

** As per the NAAC Format, two best practices is drafted in the Any Additional Information**

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

T.N. Rao College of Teacher Education is dedicated to transforming teacher education through advanced Information and Communication Technology (ICT) integration. This initiative aligns with our vision and priorities, empowering student-teachers with essential 21st-century skills. Our focus encompasses enhancing ICT proficiency, facilitating collaborative learning, streamlining administrative processes, supporting professional development, and implementing value-added courses.

Enhancing ICT Proficiency and Facilitating Collaborative Learning

Our primary goal is to ensure all student-teachers are proficient in using ICT tools, which are crucial for modern educators. ICT tools like Google Workspace (GSuite) promote teamwork and collective problem-solving, enabling efficient collaboration on projects and assignments. By integrating these tools, we create an environment that encourages collaborative learning, which is vital for the holistic development of our student-teachers.

Supporting Professional Development

We offer value-added ICT courses and ensure faculty are well-versed in the latest technologies to support continuous learning and professional growth. Our esteemed faculty member, Trusha Karodiya, is a certified Google Educator, bringing expert knowledge and innovative teaching methods to our institution. This certification significantly enhances the educational experience for our student-teachers, ensuring they receive top-tier instruction.

Implementing Value-Added Courses and Ensuring Financial Investment in ICT

To stay ahead in the evolving educational landscape, we have introduced several value-added ICT courses. These courses equip our student-teachers with the latest skills and techniques in online teaching and educational technology. A generous grant from Infinity Infoway has enabled us to enhance our ICT infrastructure, ensuring top-notch resources for our students and faculty. This financial investment underscores our commitment to maintaining and elevating our ICT standards.

Promoting Cyber Security Awareness

Cybersecurity is critical in modern education. We conduct workshops to educate students on best practices for online safety, preparing them to navigate the digital world securely. Additionally, our students are encouraged to share their knowledge by conducting similar workshops in their practice teaching schools, fostering a broader culture of cyber security awareness.

Leveraging Looker Studio for Reporting and Utilizing Google Workspace (GSuite)

T.N. Rao College of Teacher Education uses Looker Studio to generate comprehensive reports on student results and admissions, supporting data-driven decision-making and strategic planning. We extensively use Google Workspace (GSuite) tools like Google Sheets, Docs, and Slides, facilitating collaborative work and providing a centralized platform for uploading materials and videos. These tools ensure students have easy access to all necessary resources, enhancing their learning experience.

Learning Management System (LMS) Access

Our comprehensive Learning Management System (LMS) allows students to fill out online internship journals and access an online lesson planner, ensuring all academic and practical education aspects are well-documented and easily accessible. This system plays a crucial role in supporting our student-teachers throughout their educational journey.

Conclusion

T.N. Rao College of Teacher Education is committed to empowering student-teachers with the ICT skills necessary to thrive in the 21st century. Through integrating advanced tools, certified faculty, financial support, and comprehensive ICT courses, we aim to provide a transformative education aligned with sustainable goals. Our distinctiveness in ICT integration reflects our vision and commitment to creating a dynamic, technology-driven learning environment.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

T.N. Rao College of Teacher Education: A Legacy of Excellence

Established in 2001 by the Shree Savysachi Education Trust in Rajkot, T.N. Rao College of Teacher Education stands as a pioneering institution, being the first private teacher training college in Gujarat State. Initially, the college began with a modest intake of 60 trainees for its Bachelor of Education (B.Ed.) program. Over the years, it has seen remarkable growth, adapting to evolving guidelines from the National Council for Teacher Education (NCTE). Today, the college accommodates 200 trainees across four divisions, each with a capacity of 50 students. Furthermore, T.N. Rao College has expanded its academic offerings to include a Master's in Education (M.Ed.) program, with an intake of 50 students, thus becoming a trailblazer in the state for advanced teacher education.

The institution's commitment to quality is evident from its proactive stance on accreditation. T.N. Rao College was the first private teacher education institution in Gujarat to seek accreditation from the National Assessment and Accreditation Council (NAAC), achieving its initial accreditation in 2005. The college successfully completed its second cycle of NAAC accreditation in 2013 and is now preparing for its third cycle, underscoring its dedication to maintaining high standards.

Throughout its 24-year history, T.N. Rao College has benefited from stable leadership, guided by officially appointed principals who have provided consistent direction. The college prides itself on a dedicated faculty, including ten PhD holders, contributing to a robust academic environment.

Concluding Remarks :

T.N. Rao College of Teacher Education, established in 2001 by the Shree Savysachi Education Trust, is Gujarat's first private teacher training institution. Initially starting with 60 trainees, the college has grown to accommodate 200 trainees in its B.Ed. program and 50 in the M.Ed. program. Known for its excellence, the college was the first in Gujarat to seek NAAC accreditation, achieving it in 2005 and 2013, with preparations for its third cycle underway. The college's vision is to create progressive and responsible individuals, and its mission focuses on holistic student development for effective societal contributions.

The curriculum at T.N. Rao College is reviewed meticulously by the IQAC and curriculum committee, incorporating feedback and maintaining relevance through optional/elective courses and value-added programs. The college offers a variety of teaching methods, integrates ICT tools, and provides ample opportunities for practical skill application and community engagement. Infrastructure includes state-of-the-art classrooms, computer and language labs, educational technology rooms, and artistic resource centers, supporting a comprehensive educational experience.

Student support at T.N. Rao College is robust, featuring a proactive Student Council that engages in community service, environmental initiatives, and cultural events. Alumni play a significant role in supporting curriculum development and student progression. Additional support includes financial aid, accommodation, and a Dean of Student Welfare.

Governance at the college is characterized by decentralized committees and participative management, ensuring inclusivity and transparency. The IQAC ensures quality across all operations, while welfare measures for staff support a positive work environment.

Institutional values are reflected in proactive social responsibility and advanced ICT integration. Initiatives like "Teaching the Deprived" and competitive exam preparation emphasize inclusive education and skill enhancement. Challenges include limited autonomy due to affiliation with a state public university and difficulty in securing research grants. However, opportunities arise with the potential for autonomy under NEP 2020, allowing for greater curriculum flexibility, innovation, and expanded collaborations. Overall, T.N. Rao College remains committed to fostering academic excellence, community engagement, and progressive educational practices.