



**N.K.T. National College of Education for Women  
(Autonomous)**

**Report on the Work Done by the Internal Quality Assurance Cell  
2018-2019**

The IQAC is a nodal agency of the Institution for quality-related activities consisting of the Principal as the Chairperson, Administrative Officers, Teaching Faculty members, the College Secretary as the Management Member, nominees from Local Society, Student nominees, nominees from the Alumni and an IQAC Member Co-ordinator.

The Internal Quality Assurance Cell (IQAC) is focused on maintaining the standards of the Institution and encompasses all aspects of the functioning of the Institution. The IQAC initiates appropriate measures to upkeep the academic standards of the Institution and the Annual Quality Assurance Report (AQAR) is submitted to the National Assessment and Accreditation Council (NAAC) annually.

The IQAC functions with the following objectives.

- to act as a change agent in the Institution;
- to create a learner-centric environment conducive for quality education;
- to systematize feedback mechanism from students, parents and stakeholders;
- to coordinate and improve internal communication;
- to facilitate implementation and quality assurance towards its stakeholders;
- to develop, apply and monitor quality benchmarks and parameters for the various academic, outreach and administrative activities of the College;
- to guarantee psychological and emotional well-being of the students and faculty;

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- to organize inter and intra Institutional workshops, seminars on related themes; and
- to document various programs and activities of the College, leading to quality improvement.

### **Activities of the IQAC during the Academic Year 2018-2019**

The IQAC ensures Total Quality Management and is instrumental in initiating and implementing various quality measures. The IQAC conducts meetings every quarterly to review the academic and outreach activities through the quarterly gone by and have an overview of the course of action for the next quarterly. The last quarterly meeting of the academic year 2017-20198 was held on 4<sup>th</sup> July 2018 to discuss on the activities of the College conducted during the academic year 2017-2018 and to plan for the upcoming year 2018-2019.

The four quarterly meetings for the academic year 2018-2019 were held on 24<sup>th</sup> October, 2018, 31<sup>st</sup> January, 24<sup>th</sup> April and 4<sup>th</sup> July, 2019 respectively. During the IQAC meetings, Academic and Outreach programmes are reviewed and suggestions offered by the members, if any, were considered for further course of action and approved. Each academic and outreach programme passes through the scanner of the IQAC. Initiatives are taken by the Institution to implement the suggestions and recommendations of the IQAC.





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## List of Quality Initiatives undertaken by the IQAC during 2018-2019

### 1. Assessment of Entry Level Behaviour and Development of Performance Growth Chart to address the diverse needs of students and enhance their performance



Having understood the diversities of students who are admitted from varying socio-economic, educational, regional and cultural backgrounds, the College strives to bridge the academic gap of these students. Thus, at the beginning of every year, it becomes mandatory for the College to assess the learning needs and readiness to undergo B.Ed. or B.Ed. Special Education Programmes.

The entry level assessment encompasses of individual assessment of teaching attitude and aptitude, interest in teaching and teaching performance using rating scales and observation of entry level teaching behaviour. Modified version of Teaching Aptitude Test Battery (Singh and Sharma, 2006) and Teaching Attitude Test (Goyal, 1984) are administered to student-teachers. Subject experts along with Faculty members assess and analyze the entry level behaviour of student-teachers. After assessing, the student-teachers are categorized according to their attainments as Above Average, Average and Below Average and required academic and psychological support is provided as and when required. Faculty members also

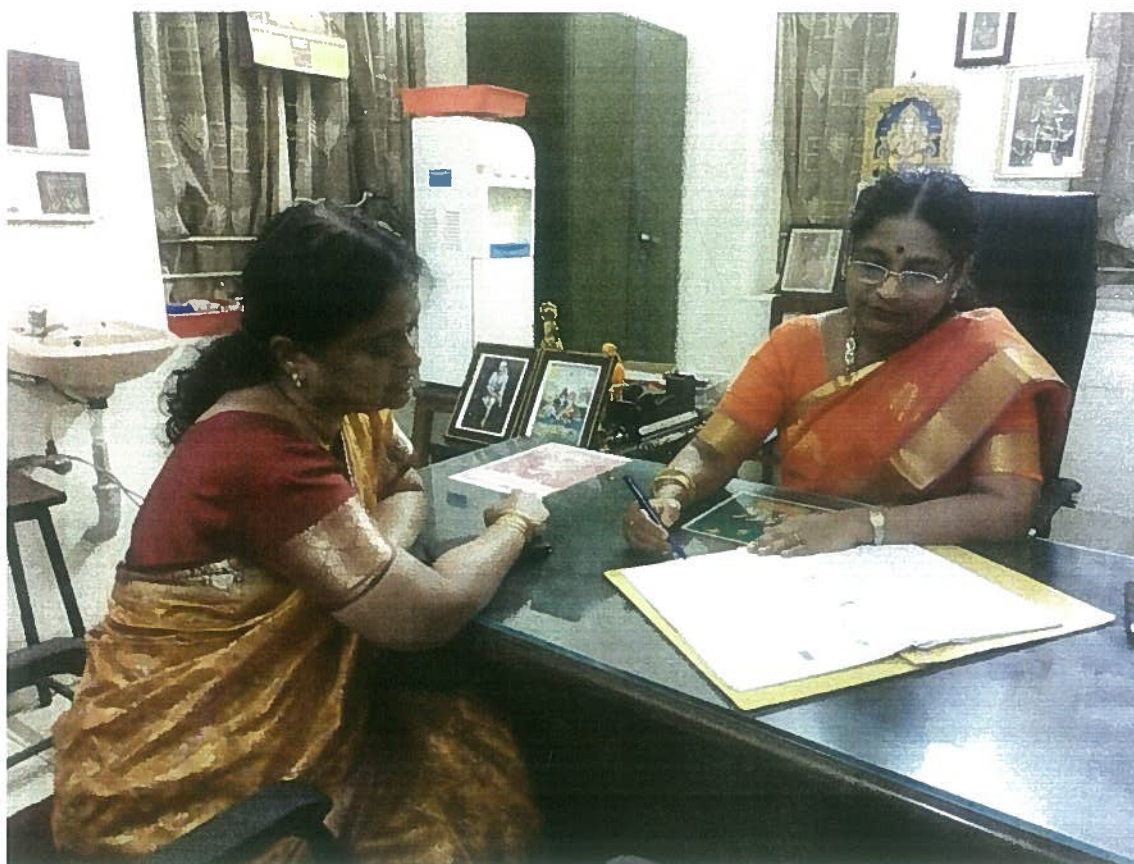
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develop a Teaching Performance Growth Chart for every student-teacher to map the teaching performance growth of student-teachers, across all four semesters. Adequate and appropriate support is given to the student-teachers in the form of counselling, workshops, seminars, conferences and classroom experiences.


During the academic year 2018-2019, the Entry Level Assessment of students was made during the Workshop that was conducted from 21<sup>st</sup> to 23<sup>rd</sup> August 2018.

## **2. Mapping of Student Academic Achievement with Attainment of Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO)**



Outcome-Based Education (OBE) is an educational theory that bases each part of an educational system around goals or outcomes.

Rather than understanding success as Programme completion, assessment of Student Attainment of Programme Learning Outcomes (PLO) provides insight into what students are actually learning in relation to the expected Learning Outcomes of Courses (CLO) offered semester-wise for the Programme students aim to complete.

  
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PLOs are written in ways that strategically correspond to CLOs ie. the data from CLOs quantitatively and qualitatively correlate with PLOs, that are the skills, competencies, and ideas that students should be able to articulate, put into action, or utilize (theoretically or pragmatically) after the completion of the Programme.

Scores of Continuous Internal Evaluation and End Semester Examinations help to assess the attainment level of PLOs and CLOs, thereby facilitating the Institution to offer Outcome-Based Education.

### **3. Capacity Building Programmes for Non-teaching Staff to Enhance Workplace Performance**



The need to empower individuals to do their job competently requires a process by which they obtain, improve and retain skills, knowledge and perhaps right attitude, equipment and other relevant resources for the organisation to survive, adapt, thrive in a fast-changing world and ultimately enhance its productivity level. Capacity building enhances the employee motivation, job performance and skills which ultimately lead to organizational performance. It also increases the employee punctuality on the duty.

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Capacity Building Programme for Non-teaching Staff on 'Office Etiquette' from 1<sup>st</sup> to 6<sup>th</sup> October, 2018 by Transcend Counselling Centre and on Basic Computing Skills by INTEL from 8<sup>th</sup> to 12<sup>th</sup> October, 2018. These capacity building programmes helped the administrative staff to sharpen their Office Management and Documentation skills, while fine tuning their Computing skills. The non-teaching faculty members opined that the programmes helped them gain confidence in office administration and management.

#### **4. Certificate Course: Teacher Eligibility Test Coaching for the professional development of students**



Teacher Eligibility Test (TET) and the Central Teacher Eligibility Test (CTET), refer to the mandatory qualification of teachers to pursue a career in schools as a teacher. This qualification enables candidates to apply for teaching jobs, especially in Indian Government schools, both State and Central Government schools.

The Certificate Course: Teacher Eligibility Test (TET) Coaching is offered to the second year student-teachers of the College to help students clear the TET Examination with a good score. The Certificate Course for TET Coaching is a 90 hr. Course that was initiated on 31<sup>st</sup> October 2018.


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## 5. Initiation of the Centre for Skill Development & Work Experience

Centre for Skill Development and Work Experience of the College cultivates the requisite skills required for the teaching career. Education and Training are important for the skill enhancement of any profession. Basic knowledge of computers, online teaching tools and techniques helps student-teachers to acquire better skill sets needed for a successful career and for engaging students in research and internship experiences. Work Experience is important to help them gain a highly sought-after experience. The Centre for Skill Development and Work Experience equips students with the knowledge, skill and motivation to succeed which will in turn pave way for Formal Work Experience Placement.

The Centre for Skill Development & Work Experience was initiated on 7<sup>th</sup> January 2019 by the Hon. Secretary of the College, Dr. M. Arumugam.



  
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