



N.S.S. TRAINING COLLEGE, PANDALAM

Research Centre in Education, University of Kerala

NAAC Re-accredited

POLICY DOCUMENT

INTERNAL QUALITY ASSURANCE CELL (IQAC)

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.” — William A. Foster

N.S.S. Training College, Pandalam, Pathanamthitta District, Kerala was established in the year 1957 affiliated to the University of Kerala and Re-Accredited A grade by NAAC in 2014. The college through its academic initiatives has served as a torch bearer in the field of education. The college has completed 67 years of service to the nation in the field of teacher education.

Our Vision

The lines quoted from sloka 50 from chapter 2 of the Holy Scripture Bhagavad Gita:

‘Yoga Karmasu Kowsalam’ योग: कर्मसु कौशलम्

This means **“Skill in Action is Yoga”**. Yoga is dexterity in action, the capacity to remain detached and equal-minded while engaging in all forms of practical work encompassing the entire range of human action with evenness of mind as the determining condition. When action is done in the proper spirit, it purifies the mind and eventually destroys bondage. This attitude of attachment springs from yoga, the art of all work. This verse will help to develop a positive mindset and motivates all to persevere in the trying times. When we perform our duty skillfully without any attachments to the results, we will be able to stay undeterred by the outcome of that result. The term *‘Kaushalam’* in the verse means ‘Excellence in Action’. The act of performing the action without any attachments to the result will improve our concentration and enhance our skills as we become free

from worrying about the outcome. So, to perform the actions without any attachments to the results will help in performing that action with confidence and full concentration. This vision is ingrained in every activity envisaged in the college.

Our Mission

“Working in a rural ambience, we set to inculcate professional skills and a spirit of commitment among our students, especially to build up a resurgent rural India.”

The teaching learning process in the campus is attuned to build up a nation through professional training. The mission provides an inspiring frame of reference for both teachers and students in the college. Highly committed and dedicated teachers are a prerequisite for quality education and teacher professional commitment should be understood from a multitude of perspectives.

Teaching is considered one of the noblest professions globally and is associated with social progress. The National Professional Standards for Teachers (NPST) seeks to fulfill NEP 2020's objectives of ensuring that all students have equitable access to the best possible education. Professional Standards govern the profession created and instituted, which are linked to accountability, monitoring, professional development, career pathways within each stage, and vertical mobility. NPST assures that all teachers should be enthusiastic, highly qualified, well prepared and equipped to teach all learners at all levels of schooling. Drawing the best talent to the teaching profession is the need of the hour.

Thus we believe that vision with a mission could change the world.

The Kothari Commission, 1966 said, 'Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.' The NEP 2020 too exhorts, 'Teachers truly shape the future of our children – and, therefore, the future of our nation' thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

QUALITY POLICY- INTERNAL QUALITY ASSURANCE CELL (IQAC)

The National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realization of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. During the post accreditation period, it channelizes all efforts and measures of the institution towards promoting its holistic academic excellence. The work of IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality like the "Quality Circles" in industries.

Internal Quality Assurance Cell is conceived as a mechanism to build and ensure a quality culture at the institutional level. Internal Quality Assurance Cell (IQAC) is a major body constituted in higher education institutes to implement bench marks for teaching, research and extension, and to review the policies pertaining to academic and administrative excellence as a post accreditation quality sustenance measure. It is conceived as a mechanism to build and ensure quality culture at institution level and to develop a system for conscious, consistent and catalytic improvement in the overall performance of the institute.

The success of any institution depends on sense of belongingness and active participation in all the activities of the institution by one and all. In this pursuance, IQAC can play a vital role to channelize the efforts of the institution towards holistic academic and administrative excellence. The IQAC was set up in our college on 15/12/2005.

Objectives:

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies:

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) The relevance and quality of academic and research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;

- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of evaluation procedures;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions:

- a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;
- b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- c) Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters of higher education;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Development of Quality Culture in the institution;

j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Benefits:

- a) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;
- b) Ensure internalization of the quality culture;
- b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- c) Provide a sound basis for decision-making to improve institutional functioning;
- d) Act as a dynamic system for quality changes in HEIs;
- e) Build an organized methodology of documentation and internal communication.

Composition of IQAC

The IQAC is constituted in the college under the chairmanship of head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists/ representatives of local committee. The composition of the IQAC is as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all level (Three to eight)
3. One member from the Management
4. Few senior administrative officers
5. One nominee each from local society, Students and Alumni
6. One nominee each from Employers/Industrialists/stakeholders

7. One of the senior teachers as the Coordinator/Director of the IQAC

Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck.

The IQAC has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

The Institutions are requested to submit the AQAR after one year from date of Accreditation every year. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for subsequent cycles of accreditation.

During the institutional visit the NAAC peer team will interact with the IQACs to know the progress, functioning as well as quality sustenance initiatives undertaken by them.

Quality Initiatives of IQAC

- Strategic planning and deployment
- Policy reforms
- Student Induction programmes
- Capacity building initiatives
- Promoting research culture
- Participation in AISHE Survey
- Feedback mechanisms
- Professional Development programmes
- Orientation/Sensitization Programmes
- Academic and Administrative Audit (AAA)
- Promotion of Best Practices
- Quality Assessment through Performance Based Self-Appraisal (PBAS)
- Submission of AQAR
- Collaborative initiatives
- Academic planning and execution

- Goal setting strategies
- Resource mobilization
- Skill Enhancement workshops
- Promoting gender inclusivity and equity
- Promote lifelong learning and career development
- Strengthen Alumni interactions and services
- Focus on Outcome Based Education (OBE)
- Internship linkages
- Invited Talks and Awareness Lectures
- Community based extension activities
- Outreach services
- Team work and coordination

Our efforts encourage growth mindset, embrace transformational innovations and pursue challenges as opportunities committed to see our institution succeed and thrive in the future.



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NAAC Re-accredited, Recognized by NCTE

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