

# Recommendations-Specific Strategies Adopted by Internal Quality Assurance Cells: A Critical Analysis

Dr. Susanta Kumar Giri

Lecturer & Head, Department of Education, D.K. College, Jaleswar, Balasore, Odisha

## ABSTRACT

It is widely recognised that the quality higher education promotes comprehensive and multi-level development by enhancing human and technical capabilities of the society. Development of higher education and development of a country are closely related. Therefore quality assurance in higher education has been one of the major challenges in the development agenda not only in India but also all over the world. In this context IQACs of NAAC accredited colleges are functioning for sustenance and enhancement of internal quality of the higher education institutions. In Odisha only 192 colleges out of 520 UGC affiliated colleges have valid NAAC accreditation status. Therefore it is significant to study the strategies adopted by IQACs in relation to follow-up activities during post NAAC accreditation period.

The exploratory survey method was adopted in the present study. The sample of the study comprised of 12 NAAC accredited colleges in which 6 were autonomous colleges and 6 were non-autonomous colleges, 6 were rural colleges and 6 were urban colleges, 6 were government colleges and 6 were non-government-aided colleges. Purposive sampling techniques was adopted to select the sample colleges. The data related to NAAC recommendations and strategies adopted by IQACs during post NAAC accreditation period were collected through information-cum-observation schedule and taking interviews of the IQAC members and coordinators with the help of Interview Guide. Content analysis techniques was adopted for analysis and interpretation of collected data.

The study reveals that IQACs are taking steps to undertake strategies to follow-up the recommendation given by NAAC peer team during their visit to the institution. Autonomous colleges are in better position in comparison to non-autonomous colleges. Future challenges of quality higher education needs to be linked with the proper functioning of IQACs which can sustain and enhance institutional quality.

**KEYWORDS:** IQAC, NAAC Accredited Colleges, Follow-up Strategies

## INTRODUCTION

The new millennium unfolded with the science of quality inter alia triggering the movements for quality assurance in higher education both at global and local levels. It is widely recognised that the quality higher education promotes comprehensive and multi-level development by enhancing human and technical capabilities of the society. Higher education is the apex level of education, which produces knowledge leaders, technicians, teachers, professors, engineers, doctors, lawyers, scientists and other similar professionals to determine the progress of human society. The National Assessment and Accreditation Council (NAAC) plays the vital role in quality assurance of higher education in India. The present study focuses on the functioning of the Internal Quality Assurance Cells (IQAC) with reference to quality improvement practices in NAAC accredited colleges of Odisha. The study peeps into the strategies adopted by IQACs in relation to follow-up activities during post accreditation period of NAAC.

## Rationale of the Study

The utility of any system depends to a great extent on its quality. The higher education is also system. These day users

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as well as beneficiaries are not happy with the quality of higher education. It points out to the fact that there is a need to bring desirable changes in the higher education system namely, inputs, process, output and feedback (Sansanwal, 2012). Technical change and institutional change are key components of development. Higher education plays an important role in facilitating these changes by incorporating all of the various demographics of the population. Higher education has been found to be significantly related to the human development index and greater for the disadvantaged groups (Joshi, 2006). At the same time lack of quality higher education creates inverse situation in the society. Quality of higher education indicates fitness for the purpose. Improvement in quality of higher education will enhance the level of human development and greater human development influence life expectancy and GDP per capita (Tilak, 1994). Quality assurance in higher education has been one of the major challenges in the development agenda not only in India but also all over the world.

The various policy initiatives of the Government of India such as establishment of University Grants Commission,

NAAC and NBA and the process of accreditation, linking development grants with accreditation are the indications of official concerns and efforts for quality management (Mukhopadhyaya, 2012). As per the guideline of NAAC 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 would become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. Efforts are being made on the part of NAAC accredited colleges to promote internal quality enhancement practices in respective institutions (Sahoo and Srivastva, 2015). The National Knowledge Commission Report (2006) and the Yashpal Committee Report (2009) on renovation and rejuvenation for structural reforms of higher education are of noteworthy to visualize the futures expansion of higher education in India. We must foster a conception of quality which may be applied to every degree of ability and to every socially acceptable activity. A missile may blow up on its launching pad because the designer was incompetent or because the mechanic who adjusted the last valve was incompetent. The same is true of everything else in our society. It is in this context of fast changing global development in the domain of higher education the learners' need to have updated knowledge resources and adequate knowledge for their utilization (Das, 2012).

The 12<sup>th</sup> five year plan suggests a range of reforms in higher education to change the role of the Central Government from "command and control" to "steer and evaluate" giving more autonomy and accountability to the state and to the higher education institutions themselves with the goal of improving quality. In the context of Odisha immediate attention on the part of regional government is required not mere as the concurrent responsibility but as an unaltered major player of regulating and development of higher education institutions (Dansana, 2013). So, according to demands and needs there has been substantial development in higher education in different regions of India. To respond to the present situation the State of Odisha has taken many initiatives in the recent times. It has well organized system of higher education supported by internal and external agencies. There are 520 degree colleges in Odisha, out of which 472 colleges come under section 2 (f) and 12 (B) of the UGC Act, 1956 and 48 colleges come under section 2 (f) only but are not included under section 12 (B) of the UGC Act, 1956, (UGC, 2018<sup>A</sup>). Out of these total degree colleges 44 are autonomous colleges (UGC, 2018<sup>B</sup>). Up to 27<sup>th</sup> November 2017 there were 14 university and 192 colleges in Odisha having valid NAAC accreditation status. (NAAC, 2017<sup>A and B</sup>).

Internal Quality Assurance Cell is UGC sponsored scheme to be established in all its affiliated colleges with the financial support to plan, guide and monitor quality enhancement and assurance activities at institutional level. IQACs are functioning to attain excellence in NAAC accredited colleges in the state of Odisha. Especially it is significant to know how autonomous status of the colleges have made special use of this scheme in comparison to non-autonomous colleges. This paper is based on research conducted in 12 NAAC accredited colleges in Coastal Odisha. Here an attempt has been made to present recommendations-specific quality improvement strategies adopted by IQACs during post NAAC accreditation period.

### Objectives of the Study

The present study has been conducted with the following objective:

1. To study the strategies adopted by IQACs in relation to follow-up activities during post NAAC accreditation period.

### Methods and Procedures

All NAAC accredited colleges of Odisha having IQACs were considered as the population of the study. The sample of the study comprised of 12 NAAC accredited colleges in which 6 were autonomous colleges and 6 were non-autonomous colleges, 6 were rural colleges and 6 were urban colleges, 6 were government colleges and 6 were non-government-aided colleges. Purposive sampling techniques was adopted to select the sample colleges. The data related to NAAC recommendations and strategies adopted by IQACs during post NAAC accreditation period were collected through information-cum-observation schedule and taking interviews of the IQAC members and coordinators with the help of Interview Guide. Content analysis techniques was adopted for analysis and interpretation of collected data.

### Follow-up Strategies adopted by IQAC during Post Accreditation Period of NAAC

Recommendation-specific follow-up strategies adopted by IQACs during post accreditation period of NAAC have been presented by case wise analysis followed by inter-context analysis.

### Case-wise Analysis of Follow-up Strategies adopted by IQAC during Post Accreditation Period of NAAC

Case-wise analysis of recommendation-specific follow-up strategies adopted by IQACs during post accreditation period of NAAC has been presented in four emerging contexts such as i) Autonomous-urban-government college, ii) Non-autonomous-rural-non-government-aided college, iii) Autonomous-rural-non-government-aided college, iv) Non-autonomous-urban-government college.

**Table-1 Case-1: Recommendation-specific Follow-up Strategies**

Sl. No.	Major Recommendations(2014)	Follow-up Strategies (2017)
1	More faculty members should take up research work	Some faculty have undertaken research work
2	Seminars/Conferences/Workshops may be organised in collaboration with other institutions.	National seminars in different departments have been organised in collaboration with other colleges
3	Library automation with addition of INFLIBNET facility	Not followed
4	Construction of developed playground and indoor stadium	Volleyball ground has been constructed indoor stadium is yet to be started
5	More classrooms and modernised laboratories may be provided	Followed
6	College website may be made dynamic	Followed
7	Seek assistance from UGC for establishing centre for women studies	Applied
8	Organise coaching classes for competitive examinations	Not followed

Case-1 College is an autonomous-urban-government college. It is evident from Table No.1 that in all eight major recommendations were given to the Case-1 college out of which follow-up strategies have been taken for six major recommendations. Some faculty members have been undertaken minor research projects which encourage the research culture in the institution. Seminars, Workshops and Conferences are being organised by different departments in collaboration with other institutions. The library automation and INFLIBNET facility is not available for students, but the college is trying to make full automation of the library and provide the facility of INFLIBNET to the students. The recommendation for construction of developed playground and indoor stadium was partly followed. Volleyball ground is constructed but indoor stadium is yet to be started. More classrooms have been constructed to fulfil the requirements of students. The existing laboratories of the college have been modernised by including many latest equipment and gadgets. The college website have been made dynamic by uploading notification and updating various information time to time. The institution has applied to university grants commission for financial assistance for establishing centre for women studies. However the application of the institution is under the active consideration of UGC. The institution has not followed the recommendation to organise coaching classes for competitive examinations due to lack of sufficient faculties and overburden workload on the existing faculty in implementing CBCS curriculum.

**Table-2 Case-2: Recommendations Specific Follow-up Strategies**

Sl. No.	Major Recommendations (2016)	Follow-up Strategies (2017)
1	Introduce new PG course and need based vocational and value added programmes	Introduced Hons in Indian Music, Integrated MBA, M.Sc., MAJMC, BITM, Master in Financial Control.
2	Fill-up vacant teaching and non-teaching positions	Fill-up some vacant posts through fresh recruitment and transfer from other college
3	Acquire more land and augment infrastructural facilities like hostels, classrooms, laboratories and common room facilities	Planning for augmentation of hostels, laboratories and common room facilities
4	Strengthen indoor and outdoor games facilities	Not Followed
5	Strengthen IQAC activities	IQAC is strengthened
6	Full automation of library and office facilities	Followed
7	Motivate faculties to get research projects and promotion of research culture	Faculties are doing research.
8	Prepare perspective plan for the development of the college	Followed
9	Generate financial resources for college from various non-governmental sources and agencies	Followed
10	Strengthen various cells like placement, career counselling and consultancy, industry institution interaction cell	Placement cell and career counselling cell are functioning properly

Case-2 College is also an autonomous-urban-government college. Table No.2 shows that in all ten major recommendations were given to the case-2 college out of which follow-up strategies have been taken for nine major recommendations. New need based and value added courses like Hons in Indian Music, Integrated MBA, M.Sc., MAJMC, MSW, BITM, MFC, Integrated B.Ed. etc. has been introduced. Some teaching posts have been filled-up through fresh recruitment by OPSC and some posts are filled up on the basis of transfer, however the college is taking steps to fill-up the vacant teaching and non-teaching posts. The institution has Planning effectively for augmentation of hostels, laboratories and common room facilities as well as to acquire more land. The IQAC of the college is strengthened to sustain and enhance internal quality of the college. IQAC coordinator has been taking good steps for quality improvement of the institution. For this purpose an internal academic audit has been done by an internal committee. The college library and office has been made full automation. IQAC has organised several seminars on quality related issues and encouraged faculty members to undertake research projects as a result some faculties have undertaken research projects. The college has made a proper planning for overall qualitative improvement of the college. The college extended its cooperation with other non-government agencies to generate financial resources for college. The institution has taken steps to strengthen different cells. Placement cell and career counselling cell of the college were functioning properly.

**Table-3 Case-3: Recommendations Specific Follow-up Strategies**

Sl. No.	Major Recommendations (2014)	Follow-up Strategies (2015)
1	PG programmes including inter-disciplinary career oriented and job oriented courses may be initiated	PG in Psychology, Botany, Hindi, B.Voc. in Tourism and Hotel Management, Integrated B.A-B.Ed. and B.Sc.-B.Ed.
2	Promote collaborative linkages with the national and international institutions for teaching-learning and research	Not followed
3	Promotion of computer culture among students and staff	Followed
4	Innovations in teaching-learning process with ICT aids	Encourage ICT enabled teaching
5	Up gradation of research culture among the faculty with provision of financial assistance	Not Followed
6	Complete automation of library	Under Process
7	E-resources access should made available	Wi-Fi and computer facilities



8	Filled up vacant teaching and non-teaching posts	Informed to the authority for necessary action
9	Encourage faculty to undertake major and minor research projects	Encouraged and some faculty member applied to ICSSR for financial assistance
10	Organise National and State level Seminars/Workshops/Conferences	Followed
11	Modernisation of boys' hostel	One 300 seated boys' hostel and one 100 seated boys' hostel for S.C. students are under construction
12	Attention to the needs of differently-abled students	Followed

Case-3 College is also an autonomous-urban-government college. Table No.3 shows that in all twelve major recommendations were given to the case-3 college out of which follow-up strategies have been taken for ten major recommendations. The above college has introduced some inter-disciplinary career oriented and job oriented courses such as PG in Psychology, Botany, Hindi, B.Voc. in Tourism and Hotel Management, Integrated B.A-B.Ed. and B.Sc.-B.Ed. The college has implemented CBCS pattern curriculum through which the computer culture among the students and staff has been promoted effectively and meaningfully. The college provides smart class room having ICT aids for better innovations in teaching-learning process. The library automation process is under progress to provide e-resources access for students and teachers. The institution provides wi-fi campus and computer facilities to the learners. Vacant teaching and non-teaching posts cannot be filled up by the college directly, therefore the institution has informed to the appropriate authority to fill-up the vacant posts for smooth functioning of the institution. Faculties were encouraged to undertake research projects and some of the faculty members were applied ICSSR for financial assistance. Many departments have been organising National and State level Seminars, Workshops and Conferences in the college. Existing boys' hostels were modernised. Besides that one 300 seated boys' hostel and one 100 seated boys' hostel for S.C. students and one 400 seated girls' hostel are under construction. The institution gives attention to the needs of differently abled students. However the above college has not taken any follow-up strategies for two recommendations such as promote collaborative linkages with the national and international institutions for teaching-learning and research and up gradation of research culture among the faculty with provision of financial assistance.

**Table-4 Case-4: Recommendations Specific Follow-up Strategies**

Sl. No.	Major Recommendations (2016)	Follow-up Strategies (2017)
1	Ensure a well-defined vision, mission, goals and objectives as well as perspective plan	Followed
2	Institutionalisation of student support system and facilities on priority	The institution facilitates student support system like mentoring, counselling, career guidance, coaching for competitive examinations
3	Introduce new courses/programs at UG and PG levels	Introduced new PG programs in Geology and Mathematics, Proposal has been submitted for opening of B. Voc. Course
4	Construction of new library building to cater to about 5000 students of the college	Proposal has been sent to government for construction of new library building with e-library facility.
5	Organise capacity building programs for teaching and non-teaching staff	Organising workshops on research methodology, ICT implementation etc. on regular basis
6	Online feedback system for stakeholders should be started	Followed
7	Strength of faculty as well as non-teaching staff should be enhanced	Faculty strength has increased. College has requested government for fill-up vacant posts
8	Increase hostel capacity to accommodate all needy students	New hostel is under construction

Case-4 College is also an autonomous-urban-government college. Table No.4 shows that in all eight major recommendations were given to the above college and follow-up strategies have been taken for all major recommendations. The college has ensured a well-defined vision, mission, goals and objectives as well as perspective plan and disseminate the same to all stakeholders. Student support system and facilities such as mentoring, counselling, career guidance, health care, communication skills, personality development and facilities for competitive examination have been institutionalised. The institution has introduced new PG programs in Geology and Mathematics. Similarly proposal has been submitted for opening permission of B. Voc. Course. Proposal has been sent to government for financial assistance for construction of new library building with e-library facility. For the capacity building of teaching and non-teaching staff, the college has been organising workshops on research methodology, blended learning, ICT implementation etc. on regular basis. The college has started receiving online feedback system from stake holders and analyse the same for possible improvement in teaching quality, teaching methodology and curriculum improvement. The strength of faculty as well as non-teaching staff has been increased in view of strength of students by department of higher education, government of Odisha. College has requested government for fill-up the existing vacant posts on priority basis for smooth functioning of the college. For increasing hostel capacity to accommodate all needy students, new hostels are under construction.

**Table-5 Case-5: Recommendations Specific Follow-up Strategies**

Sl. No.	Major Recommendations (2017)	Follow-up Strategies (2017)
1	Introduce new PG course and need based vocational and value added programmes	Introduced PG programmes in Physics, Applied Physics, Industrial Chemistry, Zoology, Micro-Biology, Sanskrit, Education and History
2	Filled up vacant teaching and non-teaching posts	Requested Government of Odisha for necessary steps
3	Full automation of library and office facilities	Under process
4	Encourage faculty to undertake major and minor research projects	Encourage to undertake
5	Institutionalisation of student support system and facilities on priority	Followed
6	Online feedback system for stakeholders should be started	Not followed
7	Innovations in teaching-learning process with ICT aids	Smart classrooms and ICT facilities provided
8	Organise National and State level Seminars/Workshops/Conferences	Followed

Case-5 College is also an autonomous-urban-government college. It is evident from the Table No. 5 that in all eight recommendations were given to the above college by the NAAC peer team during their last visit. The college has newly introduced career oriented and job oriented courses such as integrated B.A-B.Ed., B.Sc.-B.Ed. and PG programmes in Physics, Applied Physics, Industrial Chemistry, Zoology, Micro-Biology, Sanskrit, Education and History. For fill-up of vacant teaching and non-teaching posts, the college informed and requested state government to take necessary steps for permanent appointment of faculties and staff. However the institution appointed some guest faculties and contractual staff for smooth running of the college. The automation process of library and offices was under progress. The IQAC of the college encouraged the faculties to undertake research work. Some faculties were doing research work with the financial assistance from UGC and ICSSR. Student support system and facilities such as mentoring, counselling, career guidance, health care, communication skills, personality development and facilities for competitive examination have been institutionalised for the benefit of the students. The above institution has provided smart classroom and ICT facilities for innovations of teaching learning process. Different departments of the college has organised national and state level seminars, workshops and conferences on valuable topics. However the above college has not followed the recommendation of introducing online feedback system from stakeholders.

**Table-6 Case-6: Recommendations Specific Follow-up Strategies**

Sl. No.	Major Recommendations (2017)	Follow-up Strategies (2017)
1	Starting masters degrees and vocational courses to empower rural women population	Proposal for opening PG courses has been sent but it is rejected by director higher education
2	Facilities for English Language Laboratories to be augmented to commensurate with rising demand	Language hub is functioning properly
3	Introduce Earn-while-you-learn scheme for students of lower socio-economic strata.	Followed
4	Smart class rooms for effective andragogy	Smart classrooms have been constructed
5	Separate library block with attached computer laboratory	Library block separated but computer laboratory is not attached with
6	Effective interaction with alumni association	Followed
7	Training to students for state and national competitive examinations	Followed
8	Construction of boys and girls hostel to meet ever increasing demand of rural students	200 seated women's hostel is functioning and a boys hostel is under process

Case-6 College is non-autonomous-rural-non-govt-aided college. It is evident from the Table No. 6 that in all eight recommendations were given to the case-6 college by the NAAC peer team during their last visit. The college has taken some follow-up strategies to implement the recommendations and enhance the institutional quality. Regarding first recommendation i.e. starting master's degrees and vocational courses to empower rural women population the institution has sent a proposal for opening permission to the director higher education, government of Odisha, but the said proposal has been rejected. Language hub of the college was functioning properly, which provides facilities for learning of English language. But due to the shortage of well-trained faculty it was rarely used. For the students of lower economic strata, the college has introduced earn-while-you-learn scheme by providing training on vermi-compost and mushroom culture for financial assistance to the students. The institution has provided smart classroom facilities for effective andragogy. Library block has separated from classrooms but computer laboratory is not attached with the library. Internal Quality Assurance Cells of the college has invited alumni members on regular basis and interact with them about improvement of teaching learning process. Placement cell of the college provide training to students on national and state level competitive examinations. A women's hostel having 200 seats has been functioning and one boys' hostel was under construction.

**Table-7 Case-7: Recommendations Specific Follow-up Strategies**

Sl. No.	Major Recommendations (2017)	Follow-up Strategies (2017)
1	Introduction of need based short/long term career oriented programs	Not Followed
2	Establishment of INFLIBNET and e-resources	Not Followed
3	Introduction of UG and PG programs in relevant subjects	Not Followed
4	Encourage faculty members to obtain major and minor research projects	Some faculty members undertaken minor research projects
5	Strengthen career counselling and placement services	Career counselling cell has been created
6	Implementing structured feedback mechanism from stakeholders	Followed
7	Establishment of language laboratory	Not followed
8	Improvement of back-up power supply	Followed
9	Promote research culture among faculty and students	Steps taken

Case-7 College is non-autonomous-rural-non-govt-aided college. Table No.7 shows that in all nine major recommendations were given to the above college out of which follow-up strategies have been taken for five major recommendations. Faculty members were encouraged to undertake major and minor research projects as a result some faculty members has undertaken minor research projects on different topics of their subjects. Career counselling cell has been created to strengthen career counselling of the students. The college has been taking feedback from stakeholders in structured way and analyse and use the same for quality improvement of the college. The institution has used inverter with more capacity to improve back-up power supply during power cut off. CBCS pattern of curriculum was implemented to promote research culture among faculties and students. However the institution has not taken any strategies to follow-up four major recommendation such as introduction of need based short/long term career oriented programs, establishment of INFLIBNET and e-resources, Introduction of UG and PG programs in relevant subjects, establishment of language laboratory.

**Table-8 Case-8: Recommendations Specific Follow-up Strategies**

Sl. No.	Major Recommendations (2016)	Follow-up Strategies (2017)
1	Fill the teaching and non-teaching posts lying vacant	Some faculties are appointed by SSB and some non-teaching posts are filled up on transfer basis
2	Appointment of a librarian and a lecturer in physical education	Requested government for appointment
3	Energy and water conservation techniques may be adopted	Organise awareness campaign for students and staff
4	Develop proper and adequate physical and academic infrastructure	New buildings are under construction from development head and RUSA head
5	Encourage faculties to organise and participate in National Conference, Seminars, Guest Lectures/Symposia	Encourage and provide opportunities
6	Separate cell for preparing students for competitive examinations	Not followed
7	Initiate Add-on courses	Not followed
8	Upgradation of science laboratories	Followed
9	Short term courses with ICT teaching and learning may be introduced	Not followed

Case-8 College is also non-autonomous-rural-non-govt-aided college. Table No.8 shows that in all nine major recommendations were given to the above college out of which follow-up strategies have been taken for six major recommendations. To fill-up the existing vacancy of teaching and non-teaching posts, the college sought the assistance from the higher authority as a result some faculties were appointed by SSB and some non-teaching posts were filled up on transfer basis. To fill-up the existing vacancy of librarian and lecturer in physical education, the institution has requested the appropriate authority to take necessary steps to appointment. The above college has organised awareness campaign for students and staff to adopt energy and water conservation techniques. Similarly the LED bulbs and star rated electrical instruments were used to save and economic use of energy. To develop proper and adequate physical and academic infrastructure the institution has started construction of new building from development head and RUSA head. The above college has encouraged faculties to organise and participate in National Conference, Seminars and Guest Lectures/Symposia. The science laboratory of the college has been upgraded with new and latest instruments purchased from time to time. However the above college has not followed any strategies for the recommendations such as separate cell for preparing students for competitive examinations, initiate Add-on courses, short term courses with ICT teaching and learning may be introduced.

**Table-9 Case-9: Recommendations Specific Follow-up Strategies**

Sl. No.	Major Recommendations (2016)	Follow-up Strategies (2017)
1	PG courses may be started in selected subjects	Started PG courses in English and Odia
2	Regular faculty and non-teaching vacancies may be filled up	Regular faculty by SSB and transfer. Non-teaching by G.B. appointment
3	Introduce skill oriented certificate courses	Introduce DCA and PGDCA
4	Strengthen communicative English course with the help of language lab	Spoken English classes were taken in language lab
5	Faculties may encourage to publish their research work in refereed journals	Some faculties publish their research work
6	Improvement of infrastructure facilities and upgradation of science laboratory	Infrastructure was under construction from RUSA grant and applied state government for upgradation of science laboratory
7	Library automation and increasing the numbers of books, journals and e-resources	Library automation is under process New books have been purchased
8	Upgradation of computer laboratory	Followed
9	Provide ladies toilet at each floor	Ladies toilet has been constructed

Case-9 College is also non-autonomous-rural-non-govt-aided college. Table No.9 shows that in all nine major recommendations were given to the case-9 college out of which follow-up strategies have been taken for all most all major recommendations. The institution started PG courses in two subject such as English and Odia and applied for opening permission to open PG in Economics, Political Science and History. Regular faculty were appointed by state selection board. Some vacant teaching posts were filled-up on the basis of transfer from other college. Non-teaching vacancies were filled-up by new GB appointments. Soft skill course like DCA and PGDCA has been introduced for first generation learners. Spoken English classes were taken in language lab to strengthen communicative ability in English among the students. Few faculties publish their research work in referred journal in spite of the continuous encouragement of the institution. Infrastructure was under construction from RUSA grant and applied state government for upgradation of science laboratory. Library automation is under process. New books have been purchased regularly to increase the number of books. Computer laboratory has been upgraded in order to support the changes in the field of Information and Technology. Ladies toilet has been constructed at each floor to provide easy access of girl students.

**Table-10 Case-10: Recommendations Specific Follow-up Strategies**

Sl. No.	Major Recommendations (2017)	Follow-up Strategies (2017)
1	Bifurcation of Degree college from +2 courses	Steps has been taken as per Govt. norms
2	Filling all the vacant posts	Teaching posts by SSB and guest faculty, non-teaching by contractual appointment
3	Offering self-financing courses in computer science and management	Introduced recently
4	Up keeping of laboratories	Purchased new equipment for laboratory
5	Improving maintenance of campus	Maintain with the help of NSS and development funds
6	Adding latest books to the library	New books purchased which were based on CBCS syllabus
7	Regular participation of faculties in FDPs, national and international seminars	Provide opportunities for the faculties
8	Developing playground	Not followed
9	Computerisation of library transaction	Under process
10	Introducing "Earn while Learn" programme	Not introduced
11	Ensuring parity in salaries of teachers	Depends on state Govt. policies
12	Forming curriculum development cell at college level with senior faculty for effective implementation of curriculum	Not followed

Case-10 College is non-autonomous-rural-non-govt-aided college. Table No. 10 shows that in all twelve major recommendations were given to the above college out of which follow-up strategies have been taken for nine major recommendations. Steps has been taken as per Govt. norms for bifurcation of Degree College from +2 courses. Vacancy of teaching posts were filled up by SSB sponsored candidates and recruitment of guest faculty, non-teaching posts were filled up on the basis of contractual appointment by governing body. The institution has introduced self-financing courses in computer science and management. Purchased new equipment for up-keeping of laboratories. The institution improved maintenance of campus by utilising development funds and with the help of NSS. Latest books were purchased which were based on CBCS curriculum to strengthen the college library. Provided opportunities for regular participation of faculties in FDPs, national and international seminars. Computerisation of library transaction was under process. The NAAC peer team was recommended to maintain parity in salaries of teachers, but it is beyond the capacity of the college as it depends upon the state government grants-in-aid policies. However the above college has not followed the strategies in three recommendations such as developing playground, introducing "Earn while Learn" programme, forming curriculum development cell at college level with senior faculty for effective implementation of curriculum.



**Table-11 Case-11 Recommendations specific follow-up strategies**

Sl. No.	Major Recommendations (2014)	Follow-up Strategies (2017)
1	Introduce PG courses in emerging and need based areas	Introduced PG courses in Political Science, Analytical and Applied Economics, Clinical Psychology, Mathematics, MSW, Lib. Science
2	Full automation of library and more reference books	Full automation of library has been done. More reference books purchased
3	Software to be developed for the management of examination system	Not developed
4	Upgradation of research culture among the faculty with financial assistance	Followed
5	Encourage faculty to undertake major and minor research projects	Encouraged and some faculties undertaken minor research projects
6	Strengthen IQAC to reinforce quality initiatives	IQAC has been strengthened
7	Alumni association to be registered	Done
8	Strengthen science laboratory	Laboratories have been strengthened
9	Modernisation of kitchen and dining halls	Not followed

Case-11 College is an autonomous-rural-non-govt-aided college. It is evident from the Table No.11 that in all 9 major recommendations were given to Case-11 College by NAAC peer team during its latest visit, out of which follow-up strategies have been taken for seven recommendations. The college has introduced PG courses in emerging and need based areas such as Political Science, Analytical and Applied Economics, Clinical Psychology, Mathematics, MSW, Library Science as follow-up strategy during post NAAC accreditation period. Similarly the college library has been fully automated and more reference books were purchased during post NAAC accreditation period. The college purchased reference books of different subjects every year to enhance the college library. The IQAC has followed the recommendation for upgradation of research culture among the faculty with provision of financial assistance. The IQAC of the college has encouraged faculty members to undertake major and minor research projects and some faculties have undertaken the research projects and getting financial assistance from various organisations such as UGC and ICSSR etc. The Alumni association of the college has been registered properly. The science laboratories have been strengthened by including various instruments which are essential for the practical work of different subjects under CBCS pattern of curriculum. However two recommendations such as 'Software to be developed for the management of examination system' and 'Modernisation of kitchen and dining halls' have not been followed till today, but the college is trying to develop a software for smooth and easy management of examination system. Similarly the modernisation of kitchen and dining halls is under consideration of the college.

**Table-12 Case-12: Recommendations Specific Follow-up Strategies**

Sl. No.	Major Recommendations (2015)	Follow-up Strategies (2017)
1	Principal and adequate number of faculty members be appointed on regular basis	Requested government of Odisha for necessary steps
2	Indoor stadium be constructed and facilities for basketball, volleyball, badminton, table tennis etc. be provided	Due to lack of land steps are being taken only for indoor game facilities
3	Introduce market oriented add-on courses as a part of dual education system	Applied for add-on courses and it is under process
4	Involvement of Alumni association and parents be encouraged for improvement of campus amenities	Feedbacks are taken from alumni and parents for improvement of campus
5	Classrooms need to be made ICT enabled Wi-Fi and internet connectivity	Science classrooms are ICT enabled, Smart classrooms are there in the college
6	Research activity needs to be initiated by the faculties	Not followed
7	Improvement and modernisation of library	Followed
8	Additional Matron for hostels and mosquito-proofing of hostel rooms windows be provided	An additional matron for Hostel is provided

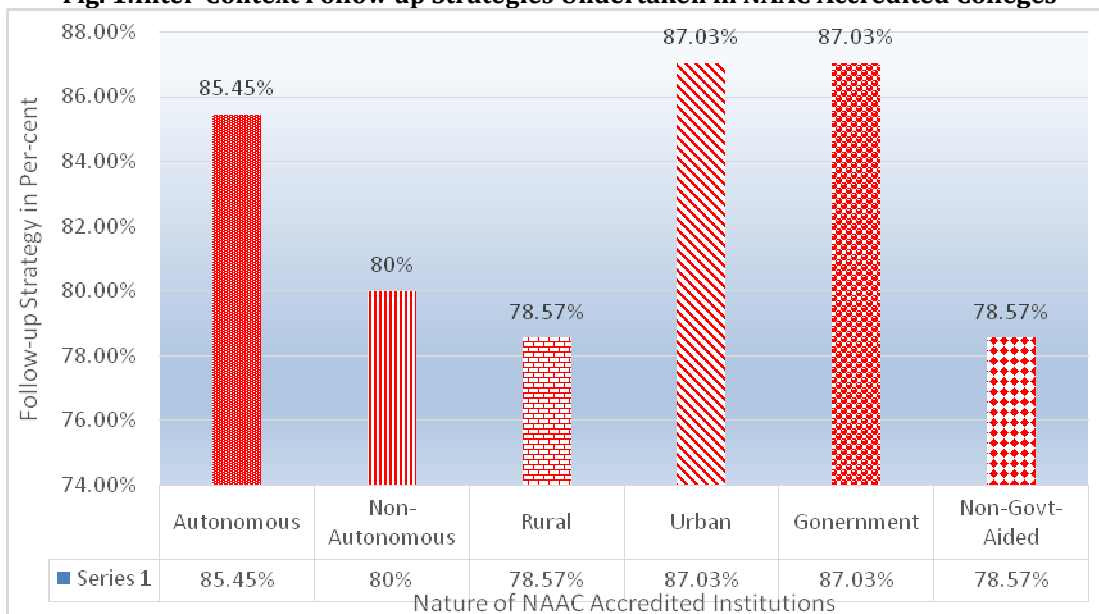
Case-12 college is non-autonomous-urban-government college. Table No.12 shows that in all eight major recommendations were given to the above college out of which follow-up strategies have been taken for seven major recommendations. Being a government non-autonomous college, the institution has requested department of higher education, government of Odisha for regular appointment of principal and adequate number of faculty members having higher academic degrees. Due to lack of land steps are being taken only for providing indoor game facilities. Indoor stadium has not been constructed. The above college has applied for market oriented add-on courses as a part of dual education and it is under process. Feedbacks are taken from alumni and parents on regular basis and it is used for improvement of campus amenities. Science classrooms are ICT enabled, smart classrooms are there in the college but it is rarely used due to lack of trained faculties. New reference books and journals were purchased every year for improvement and modernisation of college library. One more additional matron was provided for smooth running of the hostel but hostel room windows were not mosquito-proofing. No follow-up strategies has been followed for taking initiative for research activities of the faculty members with extra-mural funds.

#### **Inter-Context Analysis of Follow-up Strategies Adopted by IQAC during Post Accreditation Period of NAAC**

The inter context analysis of follow-up strategies undertaken by different colleges are presented in the Figure No.1.



**Fig. 1: Inter-Context Follow up Strategies Undertaken in NAAC Accredited Colleges**



From the Table No. 1, 2, 3, 4, 5, 11 it is evident that in all fifty-five major recommendations were given to autonomous colleges out of which follow-up strategies have been undertaken for forty-seven (85.45%) recommendations. Whereas from the Table No. 6, 7, 8, 9, 10, 12 it is found that total fifty-five recommendations were given to non-autonomous colleges out of which follow-up strategies have been taken for forty-four (80%) recommendations. Autonomous colleges were in better conditions in comparison to non-autonomous colleges so far as follow-up strategies are concerned.

Similarly from Table No.6, 7, 8, 9, 10, 11 it is evident that in all fifty-six major recommendations were given to rural colleges out of which follow-up strategies have been undertaken for forty-four (78.57%) recommendations. Whereas from Table No. 1, 2, 3, 4, 5, 12 it is found that total fifty-four recommendations were given to urban colleges out of which follow-up strategies have been taken for forty-seven (87.03%) recommendations. It is found from Figure No. 1 that urban colleges have undertaken more follow-up activities than their rural college counterparts.

Similarly from Table No.1, 2, 3, 4, 5 & 12 it is evident that in all fifty-four major recommendations were given to Government colleges by NAAC peer team out of which follow-up strategies have been undertaken for forty-seven (87.03%) recommendations. Whereas Table No. 6, 7, 8, 9, 10, 11 shows that in all fifty-six major recommendations were given to Non-Govt.-Aided colleges out of which follow-up strategies have been undertaken for forty-four (78.57%) recommendations. From the Figure No.1 and related table it is clear that Government colleges have undertaken more follow-up strategies than Non-Govt.-Aided colleges.

About 100 per cent autonomous colleges have successful implementation of self-financing courses specially in government and urban set up as indicated on receiving as many applications, whereas 50 per cent non-autonomous colleges as recommended by NAAC peer team to open self-financing courses have not successfully implemented particularly in non-government-aided and rural set up. In case of implementing ICT enabled teaching learning practices autonomous-urban-government colleges have been found doing better than non-autonomous-rural-non-government-aided colleges. Full automation of library were

under process in all most all NAAC recommended colleges, however in this process autonomous-urban-government colleges were in advance position than non-autonomous-rural-non-government-aided colleges. Most of the autonomous and non-autonomous colleges were undertaken follow-up strategies to encourage faculties to undertake minor and major research projects and publish their research articles in the refereed journals, but the results were not satisfactory.

**Conclusion**

The study reveals that IQACs are taking steps to undertake strategies to follow the recommendation given by NAAC peer team during their visit to the institution. Future challenges of quality higher education needs to be linked with the proper functioning of IQACs which can sustain and enhance institutional quality. The objectives of mechanism like IQAC may be fulfilled through the dynamic institutional leadership and involvement of committed faculty members in the system. To make IQAC more active the committee members must be oriented to work efficiently. ICT should be used for sharing quality related experiences with other institutions.

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