

**A PERSPECTIVE OF QUALITY ASSURANCE PRACTICES IN HIGHER EDUCATION****Mr. Susanta. Kumar. Giri**

Research Scholar

School of Education, Ravenshaw University  
Cuttack, Odisha**Dr. Ashok Dansana**

Co - Supervisor

School of Education, Ravenshaw University  
Cuttack, Odisha**Dr. Bikali Charan Das**

Supervisor

School of Education, Ravenshaw University  
Cuttack, Odisha

---

---

In the post independent period University Grants Commission was established to maintain quality of higher education at national level. Consequent on the adoption of the national policy of education (NPE, 1986) by the parliament of India, the programme of action (1992) advocated the establishment of an Independent national accreditation body. Consequently, the NAAC was established in the month of September 1994 with its headquarters at Bangalore. NAAC 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 realisation of the goals of quality enhancement and sustenance. The emergence of twenty first century witnessed the movements for quality assurance in higher education both at global and local levels. It is widely recognised that higher education promotes social and economic development by enhancing human and technical capabilities of 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. 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). Similarly, the lack of such education causes the inverse to occur; i.e. the greater the level of higher education in a society, whether in stock or flow forms, the greater the level of human development can be, through its influence on two main components of human development index: life expectancy, and GDP per capita (Tilak, 1994). Quality assurance in higher education has been one of the major challenges emerged on the development agenda not only in India but also all over the world.

NAAC has made tremendous impact on higher education institutions in India which evident from the number of assurance seminars and workshops that have been conducted in the year 2014-15 in order to achieves its objectives. Hitherto, the NAAC has conducted awareness programme in almost all States. As per the Annual Report of NAAC 2014-15 is concerned as many as 7674 colleges and 313 universities have been accredited by NAAC. So far as the situation of Odisha is concerned 162 degree colleges have been accredited, including 15 A Graded colleges, among the total 1130 affiliated colleges (World Bank, 2015). However from the general public information only 7 universities have been accredited with A Grade status. In this paper an attempt has been made to present the effect of NAAC accreditation on a degree college of Odisha in view of the quality higher education as visualised by NPE 1986 and in the onset of 21st century.

### **A Perspective**

In 1964 "North Balasore College" was established in the border of Odisha and West Bengal keeping in view of the growing population and their education upliftment. In 1968 this institution was renamed as 'Dinakrushna College' to commemorate Dinakrushna Das, the famous Oriya poet who lived in the vicinity of Jaleswar, located at a distance of 55 kilometres from district headquarter. From the initial Strength of 128, it has been marching forward step by step in the stepping stones of time and reached the new millennium.

Fortune favours the brave. Time is changing. The age of new construction begins in the history of this institution. Now the premises include a large 12000 Sq. feet two storey building that facilitates a very big Library hall with more than 30,000 books, a Reading Room along with a Journal section, a sophisticated IGNOU study centre, a Staff Common Room, an Administrative Block and all Science Laboratories. On the other side of this building are Class Rooms, Gymnasium, a well-furnished Conference Hall, College Canteen, Co-Operative store & Post office. The two concrete girdled square sized beautiful gardens in front of this gorgeous administrative building enhance its sanctity and beauty. The green grove, water supply facilities, two well accommodated hostels for boys and girls on either side of college cater to the needs of the students. Its infrastructure is no doubt gives the touch of an Ideal Institute of this Locality.

The institution had been made a centre for Private B.Ed. and Private M.A in English, Odia, Pol. Science, Public Administration, Economics, History and Sanskrit to fulfil the needs of the local students. This is an approved study centre of D. El. Ed. Programme of National institute of Open Schooling.

Just from an intermediate college it has matured to a Degree college having Honours teaching facility in English, Education, Economics, History, Political Science, Philosophy, Sanskrit, Odia, Physics, Chemistry, Botany and Zoology. From the session 2009-10 one new subject : Information technology has been introduced for +2 & +3 opened from the session 2013-14 which make this institution full-fledged in all respects. The College provides computer education in collaboration with the Education Department, Government of Odisha through Joint Venture Computer Education Programme. It has N.S.S. Unites both for boys and girls, N.C.C. Wings for boys and girls of Degree Classes, Red Cross Society, Employees Co-operative Society and Consumer Club. The Indira Gandhi National Open University (IGNOU) has opened its study centre in 2006 for the Quality Education in Higher Studies. It has opened 5 master degree classes in Political Science, History, Philosophy, Rural Development, English and Economics. The health alert Programme has been materialized successfully through its medical care unit.

Flanked on two sides by One Boys' Hostel and a Ladies' Hostel at a distance of 6kms from the town Jaleswar on the Jaleswar-Digha road the college enjoy an affiliated strength of about 1500 students. Buses running between Balasore and Chandaneswar at regular intervals of half-an-hour to one hour carry the students to their destined places. Besides these there are 5 recognised messes where students manage themselves with active guidance and supervision of the teachers of the college.

From the inception, the institution was under Utkal University till 1997-98 and then came under North Orissa University for a year in 1998-99. Now it is under Fakir Mohan university, Balasore. Its higher Secondary Education has been affiliated to the council of higher secondary education, Odisha since 1983-84. This is one of the oldest colleges of Odisha that has fulfilled the long cherished goals of students with its academic "life force", the only hallmark of this establishment. It looks forward to accelerating its progress, prosperity and glory with a little more enthusiastic support and good will of the people of this locality.

At present, Dinakrushna College has undergraduate in Arts, Science and Commerce courses with 14 subjects in total. The college also runs higher secondary courses under the council of Higher Secondary Education, Odisha. It has 47 numbers of teaching faculties including four Demonstrators and eight contractual lecturers. There are 6 ministerial staff, one data entry operator, two peon, one watchman, one sweeper, one store keeper, one mechanic and three attendant.

The college was assessed by NAAC and accredited 'B' grade in both 1<sup>st</sup> cycle in the year 2006 and 2<sup>nd</sup> cycle in the year 2016. The in-depth case study of the institution revealed the following quality status on various dimensions.

### **Curricular Aspects**

The primary objectives behind the establishment of Dinakrushna College in the rural backdrop Jaleswar were to spread higher education among the boys and girls of the locality and bring up generations of responsible and enlightened citizens. At present the college offers undergraduate courses (B.A., B.Sc. and B.Com.) under Fakir Mohan University. The Arts faculty has departments of English, Education, Economics, History, Political Science, Philosophy, Sanskrit and Odia. All subjects are taught at Honours and pass level. The science stream consists of six departments like, Physics, Chemistry, Mathematics, Botany, Zoology and IT.

The institution follows the CBCS pattern of curriculum prescribed by Fakir Mohan University. The B.A., B.Sc. and B.Com. Examinations are held in six parts, the First Semester, Second Semester, Third Semester, Fourth Semester, Fifth Semester and Sixth Semester. Each semester examination is held at the end of every six month. The College provides computer education in collaboration with the Education Department, Government of Odisha through Joint Venture Computer Education Programme.

The college does not have any self-financing courses. Fakir Mohan University frames its curriculum which is used by departments to plan its teaching schedules. The university undertakes review and revision of syllabi at required intervals. Some faculties have been the members of University Board of studies.

### **Infrastructure and Learning resources**

Now the college premises include a large 12000 Sq. feet two storey building that facilitates a very big Library hall with more than 30,000 books, a Reading Room along with a Journal section, a sophisticated IGNOU study centre, a Staff Common Room, an Administrative Block and all Science Laboratories. On the other side of this building are Class Rooms, Gymnasium, a well-furnished Conference Hall, College Canteen, Co-Operative store & Post office. The two concrete girdled square sized beautiful gardens in front of this administrative building enhance its sanctity and beauty. The green grove, water supply facilities, two well accommodated hostels for boys and girls on either side of college cater to the needs of the students. Its infrastructure is no doubt gives the touch of an Ideal Institute of this Locality.

### **Teaching-Learning and Evaluation**

Dinakrushna College, Jaleswar admits students to the Degree classes on the basis of their performance in the higher secondary or its equivalent examinations. The college maintains the reservation policy of the state govt. for different social category. Sports person, Disabled and NCC certificate holders are also given due weightage in admission. Student centric curriculum transaction process was given importance at institution. Teaching learning process was interactive and participative. College is adopting continuous assessment practices in evaluation.

The college makes an effort to impart value education. Lectures are arranged periodically on human qualities, human rights, environmental pollution, prevention of AIDS, evils of Drug addiction etc.

### **Research, Consultancy and Extension**

The college does not provide any financial support for research work. However nine faculty members have Ph. D. degree and thirteen faculty members have M. Phil. Degree in their credit. Some teachers continuing UGC funded Minor Research Project under 12<sup>th</sup> plan faculty development programmes. The college does not have any opportunity to offer consultancy and publicize the expertise available.

The college has diverse extension activities. It has three units of NSS volunteers, two for boys and one for girls with enrolment of 50 volunteers in each unit. Programme officers of different units are organising regular as well as special camping programmes on health and hygiene, prevention of AIDS and preservation of environment. NCC is very much active in this college. A wing of Youth Red Cross is functioning in the college to inculcate the spirit of social service into the minds of the students. The Rovers and Rangers Unit is also functioning simultaneously in this college. Indira Gandhi National Open University (IGNOU) study centre is functioning in the college campus to fulfil the diversified needs of the learners.

### **Governance and Leadership**

Dinakrushna College is managed by a governing body formed according to government rules. The principal is the secretary to the Governing Body and the Chief Executive of the college. Various administrative responsibilities have been bestowed on the administrative bursar, academic bursar, the officer in-charge of time table, examinations and library, Secretary to the staff council and advisor to the students' union. Besides there are several committees like the internal audit committee with assigned responsibilities. An alumni association has been formed. The bursars maintain a check on the performance and efficiency of the non-teaching staff, analyse the feedback from students and suggest necessary steps for improvement of work

efficiency. The professor in charge of time table prepares the academic calendar in consultation with the staff council and other committees concerned. On the whole, there is a healthy trend of decentralisation of power and responsibilities in the institution.

Financial resources of the college come in the form of grants-in aid from the State Government, students' fees and development grants from UGC and local area development fund of the local MLA and MP. Major purchases of the college are steered by the purchase committee. The college has no grievance redressal cell till now.

### **Innovative Practices**

There is transparent and smooth e-admission procedure supported by Students Academic Management System (SAMS). All teachers prepare teaching plan and progress report daily. The performance of students is brought into the notice of their guardians. Answer scripts are shown to students within two weeks of the examination. Emphasis is on various co-curricular activities, personality development and social awareness activities through NSS, NCC, YRC and Rovers and Rangers. There is cordial relationship between the principal and the teaching and non-teaching staff of the college.

### **Future Direction**

Based on the assessment of College and consequent observation made by NAAC peer team the later has given some suggestive direction for further improvement in the required areas. The suggestions are like the vacant posts of teaching and non-teaching should be filled up. The college should open up professional studies on self financing basis so that students will get the opportunities to pursue add-on courses along with their main courses. Library should be shifted to a bigger hall so that a spacious reading room would be made available for the students. There is need for library automation and e-delivery system. The library may include e-shelf where plenty of e- books will be made available for reading and references. The college should subscribe at least one research journal in each subject. The currently used furniture may be replaced by better ones. The teaching learning process should be enriched with higher techniques of learning such as seminars, collaboration and participatory learning along with field experiences in each course. The faculty members should be encouraged to participate in research activities, conference, seminars, and publications etc. The accommodation available at present in the college is inadequate, so construction work for additional space may be undertaken as early as possible. Students counselling and career guidance service may be undertaken.

### **Conclusion and Discussion**

The history and present condition of institution reveals many facts to make an understanding of the quality assurance and complying practices. It has been offering diverse nature of courses fitting to the needs and aspirations of people of the locality in terms of their immediate situations situations and long term returns at the larger level, often understood as the

demands of macro situation of the country as a whole. Within the scared situation where there is lot of pressure on distribution of resources the institution has considerable resources to carry out academic activities without undue difficulty. In the simple words one can say that necessary infrastructure is in place which has undoubtedly instrumental value in catering needs of the people of locality. Nature of channelization of resources also depicts about its engaged mission with all possible efforts in terms of teaching methods, strategies and adoption of innovative practices accorded to the needs and demands of situations around it. Whatsoever the situation there it yet requires to make initiatives in terms of upgrading its infrastructure and teaching learning strategies, unveiled from the suggestions of NAAC peer team and observed prevailed conditions. Establishment of IQAC shall open up a new era for attaining the professional development among the stake holders. The IQAC needs to involve all the functionaries of the institution extensively and motivate them to be part of the quality initiative. They may arrange for sessions on quality concepts, strategies, processes and feedback mechanism to make it more rigorous. The IQAC needs to identify areas where motivation and training is necessary. It may be noted that investment on human resources will really yield in the long run. There is an ample scope for refinement and improvement in the methodologies evolved and adopted by various IQAC's. Quality enhancement is a continuous process and concerted effort on the part of the institutions. It is required to achieve excellence in all spheres of academic and administrative activities of the institutions.

### **References**

- Joshi, K.M.(2006). *Human Capital and the Economic Benefits of Education: Understanding the Investment Arguments*, Working Paper No. 1/06, OSED.
- Tilak, J.B.G. (1994). *Education for Development in Asia*. New Delhi, Sage Publications.
- World Bank. (2015). *Governance for Quality in Higher Education in Odisha*, World Bank Group.

■ ■ ■