



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 2)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
SARIYA COLLEGE, SURIYA  
C-44460**

**Suriya  
Jharkhand  
825320**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I:GENERAL INFORMATION**

1.Name & Address of the institution:	SARIYA COLLEGE, SURIYA Suriya Jharkhand 825320	
2.Year of Establishment	1984	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	16	
Programmes/Course offered:	16	
Permanent Faculty Members:	16	
Permanent Support Staff:	13	
Students:	4038	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. A UGC-recognized College (Under Section 2F and 12 B of UGC in 2017) Established in the year 1984</li><li>2. College is located in a rural area of Suriya, District Girdih, Jharkhand</li><li>3. A permanently affiliated College of the Vinoba Bhave University Hazaribagh Jharkhand and distance learning centre of Jharkhand State Open University</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 02-07-2024 To : 03-07-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. SATPAL BISHT	Vice Chancellor,SSJ University
Member Co-ordinator:	DR. KRISHNAN K	FormerDean, Faculty Of Arts The Maharaja Sayajirao University Of Baroda
Member:	DR. VISHNU YADAV	Principal,SHANKAR NARAYAN COLLEGE
NAAC Co - ordinator:	Prof. Prashant P Parhad	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

The college is permanently affiliated to Vinoba Bhave University,, Hazaribagh Jharkhand and follows and implements the curriculum and academic Calendar prescribed by the university. It adheres to and follows the syllabus and academic schedule the affiliating university prescribes. The strict implementation of the University Syllabus by the college ensures systematic development and monitoring of effective curriculum delivery through well-defined mechanism. Although the college has limited academic flexibility in curriculum development, it follows the CBCS system of the university since 2015. It sensitizes the students with the various cross-cutting issues related to gender, human values, professional ethics, etc. The college offers an Add-On Courses offered are Tally Prime GST and Yoga. The feedback system is used to record responses regarding the syllabus, instructional methods, and academic facilities, and corrective measures are initiated. The minutes of various committees are in place and well documented. The incorporation of project work, fieldwork, practical approach and research needs to be increased. The monitoring and evaluation of the curricular enrichment program needs to be improved. Concerted efforts are required to further enrich additional skills development for enhancing the employability of the rural area students. The NEP 2020 has been implemented from the academic year 2022-23 onward.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i>  Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
<p>The Student-Teacher ratio of the college is 237:1, and a fresh advertisement has been floated on 3rd June 2024 for teaching positions. Students are admitted on a merit basis as per the rules and regulations of the affiliating university and the reservation policy of the government. The Admission Committee carries out the admission process according to the admission policy of the Vinoba Bhave University Hazaribagh and the Government of Jharkhand. After admission, the college conducts an Induction Program to introduce the students to the Institutional culture and norms, subject curriculum, and examination pattern, etc. An academic calendar is prepared at the commencement of every academic year apart from this college-level calendar is ready to facilitate various activities and internal examinations. The examination centre for external exams is different from the HEI to maintain the sanctity of the system; for slow learners, the mentors find the nature of their difficulties and help them achieve their educational goals. For slow learners, remedial and revision classes are arranged. Participative learning is achieved through cocurricular activities by ensuring the involvement of stakeholders. Despite the internet connectivity problem, ICT-enabled teaching is in place. The college has standardized its Continuous Internal Assessment process. The college follows the Outcome-based Education (OBE) framework where graduate attributes, Pos and Cos are well-defined. However, the POs, PSOs and COs attainment evaluation process needs to be improved. The IQAC plays a significant role in analyzing the feedback received from various stakeholders. The Internal Evaluation includes formative assessment via tests, assignments, seminars, interactive sessions, and attendance. The HEI organizes several Curricular and Co-curricular/ Extension activities. The college has a strong academic record overall a pass percentage of 96% in University Exams, and has achieved ranks in Commerce, Sociology and Economics.</p>

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	<b>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

Qualitative analysis of Criterion 3
<p>The college is yet to make efforts to foster a research ecosystem; faculty members of the college have acquired a Ph.D., have published research papers and Chapters/books, but they are minimal (Only 09 research papers and 35 chapters/books during the span of the Assessment Period). The college has organized several extension activities to sensitize The HEI also organizes workshops, outreach programmes, and seminars to enhance students' knowledge. The vibrant NSS Unit of the college has organized several Outreach Programmes and also adopted two villages where various programmes and activites were held (around 31, the college also organizes workshops and seminars on research methodology, IPR and entrepreneurship to ensure holistic development of the students. The college has collaboration /linkages for faculty exchange, student exchange, internship, field trip, etc. Insufficient measures to enhance English communication skills. The college needs to be motivated to mobilize research funds. The college also needs to encourage students and the faculty members to strengthen their writing and creative skills in English. The HEI should also sign MoUs with other HEIs and business Houses.</p>

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

#### Qualitative analysis of Criterion 4

The college ensures adequate availability and optimal utilization of physical infrastructure. The college is being run in a well constructed building built on 11.435 acre land comprising an Administrative, Academic, and auditorium block with 30 rooms, out of these rooms, nine rooms are ICT enabled. The college has well-furnished staffrooms, one computer lab with internet facilities, a Central Library, examination halls, etc. Besides, the HEI has a multipurpose ground and hall (where athletic and outdoor games are conducted). Gymnasium and a sufficient Parking Area. All the blocks are provided with washrooms and a girls' amenity centre. The College building is 'Divyangjan' friendly. Soul3.0 software is used for the library, and ERP system is at the place. The college has 24 computers for students, 06 Xerox- cum- printers. The infrastructure is conducive to facilitating an effective learning-teaching process. College has its website and disseminates information among various stakeholders through its websites and WhatsApp groups, Google Meet, Zooms app etc. The college has a lush green campus. The HEI is under CCTV surveillance. The maintenance and cleaning of classrooms and laboratories are taken care of better. The systems and procedures to maintain and utilize physical, academic and support facilities like laboratories, sports, computers, and classrooms should be further enhanced.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

### Qualitative analysis of Criterion 5

Active Grievance Redressal Cell is in place, the college has an Anti-ragging Cell and ICC. Most students avail themselves of fee waiver schemes from the State Government of Jharkhand. College provides ample avenues for students to develop technical skills, upgrade knowledge, and develop personality and service to society through students' participation. Students Support and Progression Committee is in place. Students' progress is satisfactory, and some of the students have joined higher study courses. The placement rate is not adequate. The college also organizes major cultural and sports events annually. The HEI's guidance for Competitive Examinations has benefited quite a substantial number of students. The recently registered Alumni Cell is active and works towards building a strong bond between alumni and students. The contribution of Alumni to the development of the college needs to be strengthened. The Parent-Teacher meetings are conducted regularly.

### Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

### Qualitative analysis of Criterion 6

The Vision and the Mission of the HEI are in alignment with its strategic intent and learning outcomes. The organizational structure of the College clearly defines the roles of its various bodies/ authorities. The Governing body is headed by the Chairman and principal is the supreme administrative body for teaching and general administration. The statutory bodies, such as Disciplinary, Anti-ragging, Career Development, Grievance Redressal, Gender Sensitization, and Women Cell, etc. and the non-statutory committees, such as the Library Committee, sports and cultural Committee, Infrastructure and Learning Resource Committee, Governance and Management Committee, etc. play a vital role in the smooth running of the college. Internal and external audits are also conducted every year. IQAC monitors the teaching-learning process regularly by constituting committees that are comprised of all department heads. Some initiatives have been taken by the HEI to promote quality culture during the last five years, based on the input received. The college should



identify donors for sponsorships and collaborations for organizing seminars/ conferences/ workshops and other academic and research activities.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

#### Qualitative analysis of Criterion 7

The college conducts a Gender Audit to assess the need/s for improving gender balance in policies and practices. The college has alternate solar energy sources, LED bulbs, CFL lamps, etc. The HEI also has an efficient system of Waste Management and rainwater harvesting system, Campus is maintained by all stakeholders. College has conducted an Energy Audit and Green Audit in the year 2023. College has a plastic-free, clean, and tidy campus, and no vehicle day is observed once a month. Blood donation, tree plantation and cleanliness drives have helped the College Campus develop a natural and eco-friendly environment. College has adopted two villages and is actively working with villagers.

#### Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

##### Overall Analysis

##### Strength:

1. A Govt aided college recognized by UGC under 2 (f) and 12 (b)
2. Disciplined, Peaceful and eco-friendly Campus Ambience
3. Excellent outlook of Social Responsibilities among the teaching and non-teaching Staff Members
4. Excellent Teaching, Learning Process and Cohesive Learning Environment
5. Very good track records of 85% to 96% pass percentage in University Exams with University ranks in commerce and sociology.
6. A lush green certified campus.

##### Weaknesses:



1. Impoverished socio-economic background of the students
2. Limited Flexibility in Academic Programs
3. Restrictive Government Policies especially abysmal funding by the state government.
4. Lack of essential research funds and facilities
5. Lack of Innovation, Start-Up and internship activities
6. Inadequate electricity and internet facility and connectivity.
7. Inadequate funds for up-gradation of teaching and research for staff and students

**Opportunities:**

1. Provision of financial grants and Direct Beneficiary Transfer facility to the students provided by the state government.
2. Developing college into a multi-faculty Postgraduate College
3. Opportunities for organizing FDPs, TTPs (Textbook Teacher Training Programs) and Entrepreneurship Development Program
4. Scope for collaboration and networking with academic institutions and industry
5. Ample possibilities to undertake innovation and incubation for entrepreneurship and developmental programs.
6. Scope of developing the College as Research Centres of affiliating University
7. Contribute significantly to the marginalized population of the area

**Challenges:**

1. Student enrolment and attracting quality students from diversified backgrounds
2. Creation of quality teaching and research culture, motivating teachers for research projects and consultancy
3. Mobilizing funds from External Sources, both state and central government
4. Meeting the changing demands of the industry, society and higher education
5. Boosting the confidence in the socio-economically weaker sections of the society
6. Communication Skills in English of the students to cater the needs of the job market.
7. Emergence of Private players in the nearby areas in higher education offering Programmes with placement.

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Increase, maintain and retain student enrolment in rural areas special reference to sensitize parents to avoid the early marriage of female students.
- IQAC should be re-engineered following the NAAC guidelines to make it more active and vibrant and improve academic, administrative, and financial activities.
- The library should be fully automated and augmented by adding more books.
- NCC Unit to be started at the earliest.
- Value added Courses be initiated complying the NEP 2020
- Teachers should be encouraged to undertake research projects and obtain funds and resources from different funding agencies.
- Industry-institute partnerships to be strengthen through a structured system with the sole aim of the placement of students, resource mobilization, research and consultancy.
- Training/ Capacity Building Programs to be organized for Supportive Staff.
- Efforts should be initiated to elevate the HEI to the level of a multi-faculty Postgraduate College.
- The HEI must immediately initiate measures to implement the NEP-2020 effectively.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. SATPAL BISHT	Chairperson	
2	DR. KRISHNAN K	Member Co-ordinator	
3	DR. VISHNU YADAV	Member	
4	Prof. Prashant P Parhad	NAAC Co - ordinator	

**Place**

**Date**