INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

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:	2	
Departments/Centres:	9	
Programmes/Course offered:	2	
Permanent Faculty Members:	10	
Permanent Support Staff:	8	
Students:	844	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering to needs of rural students in remote area of Jharkhand 2. Govt. aided institution (Grant-in-aid) 3. Provide education to mostly first generation students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 14-02-2019 To : 15-02-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SHIVNARAYAN YADAV	FormerVice Chancellor,AWADHESH PRATAPSINGH UNIVERSITY RIWA
Member Co-ordinator:	DR. DEBABRATA MITRA	Vice Chancellor,Dakshin Dinajpur University
Member:	MR. BITKUPAR LAITFLANG	FormerPrincipal,NONGSTOIN COLLEGE
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

Section II:CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1
The Sariya College is a premier institution for Co-education at Suriya, Giridih District in the State of Jharkhand has a beautiful sprawling campus with a very good infrastructure. It has been observed that the college provides higher education to the socially under privileged and financially weaker students. The college is running UG programmes for Arts and Commerce subjects. The Curriculum at UG level is designed and developed by parent University with a very little scope for modification. The institution ensures the effective implementation of the curricula and observes the completion of course from time to time. At the end of each academic session there is a practice of evaluating the student's achievement. For all these the college follows semester system of examination. The gender equity is well maintained in the college and the grievance of the girl students is well taken up. Peace and tranquillity is well maintained in the college campus. Social responsibility in students is well invoked through NSS which is very active in giving the college campus a clean and green face. Its NSS unit has adopted a local village named Birhortanda to develop it into an ideal village. The College follows rules and regulations made by the statutory bodies. To sensitise students with the cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics, the college supplements the curriculum by organising some programmes. For holistic development of the students, the main purpose of curriculum the college may introduce mandatory non credit courses on human values and professional ethics However, formal mechanism to take feedback on curriculum from stakeholders is not upto the mark which needs to be developed.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QlM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QlM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QlM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QlM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QlM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
The Admission is done online through the rules and regulations as laid down by the affiliated university and State Government. The merit list is strictly followed and reservation quota is taken care of. Special care is taken by the college to encourage Slow Learners by arranging tutorial / remedial classes to improve their performance. But the college has not evolved various methods to improve the teaching-learning process like orientation programmes, industrial visits, projects market survey learning and computer based learning etc. There are only 3 teachers with Ph.D., 01 with M. Phil. and the rest 06 are having only postgraduate degrees. Faculties having only postgraduate degrees be encouraged and facilitated to pursue doctoral research. Permanent teacher recruitment process is as per the govt. norms and the part-time teachers are selected by the college on merit basis. However, more teachers on permanent basis are needed to ensure a sense of responsibility in them. Evaluation process framed by the affiliating University is followed by the college. Continuous evaluation of students are being done. Transparent examination system has been. Average pass percentage of students is excellent (above 95%). The conduct of student satisfaction survey is not evident and needs improvement. There is one smart class room, more are to be added.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3
Since it is a degree college not a single teacher is recognised as research guides and not a single research project has yet been taken as funded by any government and non government agency. Recently one teacher has got the Ph.D.. Few research papers have been published in recognised journals. Few faculty members have contributed research papers in conferences. one teacher has received an Award at the national level. One Industrialist has been inducted in the IQAC cell. Non Ph.D. teachers should be encouraged and facilitated to enrol for Ph.D. and pursue doctoral research. Teachers with Ph.D.s should motivated to take up research scholars and receive research grants from various funding agencies. There should be a formal system for evaluation of teacher by the Principal Major extension activities are done through NSS. The college has only four linkages for faculty exchange, student exchange, internship, field trip, on–the-job training etc during the last five years which needs further enhancement. The college has one functional MOU during last five years.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QlM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QlM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4
The College has one computer lab along with the 11 lecture rooms in the premises. For 9 programmes there are 11 class rooms. One class room is a smart class room having LCD projector. No Hostel facility for

students. The college is using updated internal digital library management system software. Library has been automated. More books, magazines and journals are required. Library has taken the membership of UGC N-list Programme and is making efforts to enrich the library. Internet facility is available. College has a purchasing and building committee for taking care of the maintenance of the buildings. Budget allocation is made for the maintenance of Infrastructure by management committee. Wi-Fi facilities are not adequate enough. The institution provides facilities for outdoor games. A qualified sports officer is required.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5
The college has a provision of student council. The council identifies student related issues and problems and helps the college administration through different committees. The council helps in mentoring students for placement and better performance in extra curricular activities. The placement cell be more activated. The Sariya College has also an Alumni Association Which was established on 24th day of July 2018. It only advises local people to send daughters and sons to the college for getting admission. Till date it has not played any significant contribution in mobilising significant financial resources for the betterment of this institution. During the last one year it has organised only one meeting. The association needs to be activated and more functional.   The association needs to be registered. About 36% of the student received scholarships and free ships provided by the government. College management   also provides some free ships to poor students. There is anti-ragging and sexual harassment cells for timely redressal of students grievances. However, the college campus is ragging free and not a single case of sexual harassment has been reported so far. The college provides Bus facility to the girls students.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QlM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QlM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QlM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QlM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	Institution conducts internal and external financial audits regularly
6.4.3 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QlM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QlM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Qualitative analysis of Criterion 6
The institution has a clear Vision and Mission and the efforts of management and staff are directed to achieve them. The Vision of the institution is to enrich the capacity of students to learn and lead with integrity and wisdom. The Institution follows democratic principles. Responsibilities are divided among teaching and non-teaching members as per their interest and need of the institution. Policies and principles are made by the State Government and affiliating university. Comprehensive strategic plan is absent here. The Institution has a well designed organizational structure with the well defined functions of everybody at its respective level. Principal is the executive head of the organization. Recruitment of faculty is done as per the policies in vogue. Welfare schemes granted to the staff are not adequate enough due to the financial constraints of the Institution. A well defined performance appraisal system is not maintained. Internal and external audits are conducted periodically. But for better financial management the internal audit system should be strengthened . The institution should adopt some more effective strategies for mobilisation and effective utilisation of its financial resources. The IQAC has contributed significantly for ensuring quality through adoption of efficient strategies

. The IQAC reviews its teaching learning process, methodologies and learning outcomes. But these are not adequate enough and it requires further improvement. The institution has made incremental improvement in the last five years specifically in the last year of its appraisal. But these are not considered to be very satisfactory. Local MLA is the President of the Governing body and he is helping the institution.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QlM	1. Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QlM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QlM	Rain water harvesting structures and utilization in the campus
7.1.7 QlM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QlM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QlM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QlM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QlM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7
The institute has facilities for gender sensitivity. The college has fully functional Collegiate Womens

Development Committee, who mainly organises programme for Gender sensitivity. The boy students should also be sensitised about Gender equity. Programmes have been conducted on women empowerment, gender sensitivity, legal awareness, women's rights and laws, crisis in safety, security and dignity of women, women self defence etc. Separate commonroom for boys and girls exists. The College has rain water harvesting. Institute has Green practices like No plastic zone, staff and student using public transport . Institute has beautiful green campus and a system of green auditing, checking carbon emission is carried out by NSS. Tree plantation programmes are carried out by students and staff expenditure for green initiative is meagre and may be increased. The college uses LED for Energy savings. Alternative energy line solar has been installed. Institute organises birth days of great personalities like Mahatma Gandhi, Sarvapalli Radhakrishnan, and National celebration on 15th August and 26th January. The college is imparting education mostly first generation learners and out of them about 50% are girls students. Students are taught the dignity of labour along with the formal education and so they are helping their parents in farming. Student of this college are represent their traditional cultural heritage through songs dances and paintings.

Section III:OVERALL ANALYSIS based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)		
Overall Analysis		
Strength:	**Strength**	1) The college has sprawling, beautiful and eco-friendly campus with a
		2) Choice based Credit System is followed.
		3) Adequate land and buildings.
		4) It provides proper education to poor and unprivileged s
		5) It has developed supportive management and dynamic leadership qua
		6) Remedial coaching for slow learners are provide
		7) College runs Honours and General courses in Arts and C
	Weakness	1. Student enrolment fluctuates in last five years.
		2. Lack of Sufficient permanent Teaching staff and lack of communicati students.
		3) Inadequate use of ICT enabled teaching and learning re
		4) The college has no registered alumni associatior
		5) It also lack of annual appraisal mechanisms for quality up
		6) No N.C.C. units is introduced.
	Opportunities	1) The college is located in an economically backward d
		2)It has the opportunities for introduction of more industry oriented techni
		3) It should introduced Science faculty and P.G. Cour

		4)It has ample possibilities to undertake innovative and Vocational Courses.
	Challenges	1) The students have poor socio-economic backgrou
		2) Mostly the students are first generation learners
		3) Need for more infrastructural development. Master plan for the future de should be adopted.
		4) Improving communication skill in English.
		5) To attract more girls students for admission.

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)

- • Add-on and enrichment courses along with value addition to the methodology of teaching learning process is suggested.

- • Industry, need based and job oriented UG programmes be started.

- • Communication skills and computer literacy among the students and increased use of ICT in teaching learning and evaluation process must be adopted.

- • Establishing Language Laboratory, innovation and incubation centres is also suggested to encourage students for entrepreneurship.

- • Hostel facilities be created for boys and girls students. Sports facilities be extended and sports officer should be appointed.

- • Perspective planning and strategy development of the college with website and computerized office is recommended strongly.

- • Self appraisal of the teachers has to be evaluated properly. They should be encouraged and supported for taking research to enhance their career and competence.

- • Forming and effective registered alumini association is also suggested to facilitate campus interviews and placement opportunities for students.

- N.C.C. unit may be established

- • I.Q.A.C. should be strengthened.

- • Teachers should be encouraged for research and for attending seminars, refresher courses and orientation programmes.

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. SHIVNARAYAN YADAV	Chairperson	
2	DR. DEBABRATA MITRA	Member Co-ordinator	
3	MR. BITKUPAR LAITFLANG	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date

1	DR. SHIVNARAYAN YADAV	Chairperson	
2	DR. DEBABRATA MITRA	Member Co-ordinator	