PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF SURAT PANDEY DEGREE COLLEGE

Place: **Garhwa**   State: **Jharkhand**

Section I: GENERAL	Information
1.1 Name & Address of the Institution:	**Surat Pandey Degree College Chetna, Garhwa - 822114, Jharkhand**
1.2 Year of Establishment:	**1983**
1.3 Current Academic Activities at the Institution (Numbers):	
• Faculties/ Schools:	**B.A., B.Sc., B.Com**
• Departments/ Centres:	**18**
• Programmes/ Courses offered:	**Science-6; Arts-11; Commerce-1**
• Permanent Faculty Members:	**32 Men, 4 Women = 36**
• Permanent Support Staff:	**39 Men, 4 Women = 43**
• Students:	**3577**
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	• **Co-education College affiliated to Nilamber-Pitamber University and recognized by UGC under 2 (f) and 12 (B)** • **Situated in a rural and remote area striving to revitalize the marginalized community** • **Only affiliated college with UGC recognition in the region.**
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	**November 28, 29 and 30, 2016** **Schedule enclosed**
1.6 Composition of the Peer Team which undertook the on- site visit:	
Chairperson:	**Dr. M. C. Dileepkumar Vice-Chancellor Sree Sankaracharya University of Sanskrit, Kalady, Ernakulam District, Pin - 683 574 Kerala**
Member Co-ordinator:	**Dr. Ridling Margaret Waller Principal Women's Christian College (Autonomous) #51, College Road, Nungambakkam**

	Chennai-600006, Tamil Nadu
Member:	**Prof. Dr. K. B. Kumar** **Director – AIBHAS** **Dean - Faculty of Rehabilitation Sciences** **Amity University, Sector -125** **Noida - 201313, U.P.**
NAAC Officer:	**Mr.B.S.Ponmudiraj** **Deputy Adviser** **NAAC, P.O. Box 1075, Nagarbhavi** **Bangalore – 560 072**

Section II: CRITERION WISE ANALYSIS	*Observations (Strengths and/or Weaknesses) on Key-Aspects* *(Please limit to three major ones for each and use telegraphic language (It is not necessary to indicate all the three bullets each time; write only the relevant ones)*
2.1 Curricular Aspects	
2.1.1 Curricular Planning & Implementation:	• The college adopts the curricula designed and developed by the University. • The Mission of the institute is widely displayed to its stake holders. • Restructuring of curriculum to suit community needs is not in practice.
2.1.2 Academic Flexibility:	• Limited academic freedom • No choice-based credit system • Medium of instruction is in Hindi
2.1.3 Curriculum Enrichment:	• No add-on courses to supplement the curriculum • Mandatory environment studies is commendable • Absence of semester system is a major limitation
2.1.4 Feedback System:	• Feedback system by the students has been recently introduced and analyzed • A formal mechanisms to gather feedback from other stakeholders is yet to be evolved • Feedback is fairly systematic and structured

2.2 Teaching-Learning & Evaluation	
2.2.1 Student Enrolment and Profile:	• Student enrolment is good • Students largely belong to SC/ST communities and minorities including Tribal • Screening for merit is not effective/ adequate (Education for ALL is the admission policy)
2.2.2 Catering to Student Diversity:	• Catering to students' diversity policy is not implemented • Remedial classes are conducted in many departments • Additional academic support is extended for the needy students
2.2.3 Teaching-Learning Process:	• Cross-disciplinary approach is made mandatory for certain group of students • Teaching-learning methodology is outdated and not effective • Teaching-learning process is chiefly didactic, limited to classroom teaching
2.2.4 Teacher Quality:	• Majority of the teachers are not qualified as per UGC norms – out of 36, only Nine of them have Ph.D., 1 M.Phil and Two are NET qualified • Communication skills are not adequate • Limited participation in Seminars and Workshops outside the college
2.2.5 Evaluation Process and Reforms:	• No scope for evaluation reforms, as the University conducts the examination • Undue delay in the publication of results is affecting Students' progression • Continuous evaluation process is absent
2.2.6 Student Performance and Learning Outcomes:	• Learning outcome is not defined for the courses • Pass percentage is good • Poor communication skills in English is one of the major limitations for employment

2.3 Research, Consultancy & Extension

2.3.1 Promotion of Research:	• Absence of PG departments and no research facility on Campus • Limited support to encourage research among faculty and students • Two Minor Research Projects (Botany and Economics) and no Major Research projects
2.3.2 Resource Mobilization for Research:	• Failure to mobilize adequate resource for research
2.3.3 Research Facilities:	• Research facilities – Nil • 3 Faculty members have submitted Ph.D. thesis and 3 are pursuing their Ph.D. program in the university
2.3.4 Research Publications and Awards :	• Only 11 faculty members have journal publications, and one teacher from Hindi Dept. has authored a book • None have received Recognition/ Awards
2.3.5 Consultancy:	• Consultancy – Nil
2.3.6 Extension Activities and Institutional Social Responsibility:	• The NSS wing is actively engaged in community development and social issues • Village adoption to promote development and progress is noteworthy • Active involvement in several social activities such as providing support for the Marriages of Orphan girls, Adult literacy programs, Environmental programs, Cleanliness drive and Campaigns against Drug/Alcohol use
2.3.7 Collaborations	• Collaboration with community agencies by the NSS is commendable • No formal tie-up with industry/organization/ educational institutes

2.4 Infrastructure and Learning Resources	
2.4.1 Physical Facilities:	• One large Academic Block accommodates all facilities • Classrooms, laboratories and support facilities are inadequate • Construction of Girls' Hostel funded by UGC is nearing completion
2.4.2 Library as a Learning Resource:	• Insufficient books and journals for catering to the needs of students and faculty • Automation of Library in process • Some fund is earmarked for augmenting library facilities
2.4.3 IT Infrastructure	• A computer lab with 16 computers, a printer and internet connection is available for faculty and students • 5 LCD projectors are available for presentations • College website needs to be more informative and dynamic
2.4.4 Maintenance of Campus Facilities:	• Campus facilities and maintenance to be improved • Canteen needs improvement and Playground requires to be developed • Minimum health care should be made available on campus
2.5 Student Support and Progression	
2.5.1 Student Mentoring and Support:	• Remedial coaching should be available in all departments • Students receive financial support from Government Schemes • Anti-ragging, Grievance redress cell etc. are in place • Cultural activities at inter-collegiate and inter-state levels are not consistently promoted
2.5.2 Student Progression:	• Career counselling has been initiated recently • Vertical progression is inadequate • Placement opportunities deficient

2.5.3 Student Participation and Activities:	• Students participate in various curricular and co-curricular activities • One male student participated in International level Wrestling competition and won third place, 1 female student secured first position in National level Carom competition • Alumni take active interest in the welfare of the institution, 2 Alumni are serving community as MLA and President of Garhwa Zilla Parishad
2.6 Governance, Leadership and Management	
2.6.1 Institutional Vision and Leadership:	• The vision and mission of the college is reflected in the profile of the regional community and prevailing socio-economic scenario • The college is supported and guided by a value-based governing body committed to empowering the downtrodden • The Principal is ably supported by a team of dedicated faculty members for effective leadership
2.6.2 Strategy Development and Deployment:	• College does prepare a perspective plan/vision document for translating its goals in a phased manner • College is seeking financial assistance from UGC and State Government for developmental activities • Industry interaction and R & D are absent
2.6.3 Faculty Empowerment Strategies:	• Many faculty members have attended orientation, refresher courses and seminars • 2 National seminars sponsored by UGC and IQAC have been organized • No policy on incentives for faculty achievement
2.6.4 Financial Management and Resource Mobilization:	• 3-tier audit system is in place • State Govt. support for salary disbursement is inadequate • Efforts are being made to tap resources from other Central entities

2.6.5 Internal Quality Assurance System:	• IQAC established in 2014-15 is functioning • No academic audit has been conducted • IQAC's efforts to strengthen the development of the college is visible
2.7 Innovations and Best Practices	
2.7.1 Environment Consciousness:	• Plantation, rain-water harvesting and eco-friendly activities are noteworthy • Alternate energy resources needs to be explored
2.7.2 Innovations:	• None
2.7.3 Best Practices:	• College functions with the help of other resources without any donations/capitation fee from students • Providing education at bare minimum expenses

Section III: OVERALL ANALYSIS	Observations (*Please limit to five major ones for each and use telegraphic language*) (*It is not necessary to denote all the five bullets for each*)
3.1 Institutional Strengths:	• College is empowering young boys and girls from lower socio-economic strata predominantly hailing from tribal areas • Governing Body is trying its best to support the growth of the college • High enrolment of SC/ST and girl students • Ample scope for development and expansion • IGNOU centre on campus adding to visibility
3.2 Institutional Weaknesses:	• The salary structure offered to teaching and non-teaching staff is meagre • Lack of research and innovation • Absence of industry institutional tie-up • Absence of Semester system and continuous evaluation of students • High percentage of student absenteeism • Lack of transportation facility to the college from remote villages • Poor communication skills in English is a disadvantage for both staff and students
3.3 Institutional Opportunities:	• Scope for starting PG and skill development programs • Vocational courses can be introduced by focusing on self-employment like horticulture, mushroom culture, sericulture etc. • Tapping more developmental funds from UGC and Govt. bodies • As an institution in the backward region, it is well positioned to play a leadership role in the field of education • The college has an opportunity to tap ear-marked funds for the development of tribal communities and under-privileged minorities
3.4 Institutional Challenges:	• The college is situated in a very remote rural area which is an epicentre of extremists' activities • Delayed declaration of the year-end exam results by the University • Absence of choice-based credit and Semester system affecting student progression

	- Limited resources for sustained development - Insufficient motivational factors to enhance competence among faculty and students - Geographical isolation limiting development

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)***
• PG program to be introduced for vertical mobility and promotion of research   • Basic physical facilities in classrooms are to be provided   • To recruit adequate number of qualified teachers as per norms and consider salary enhancement to teaching and non-teaching staff   • Soft skills development & personality & leadership development programs to be offered and a language lab established   • Need to strengthened career counselling for providing better employment opportunities   • Proper attendance monitoring systems to be introduced for staff and students   • To commission NCC for overall personality development of students   • To appoint a Physical Education Instructor   • Establishment of alumni association to support college initiatives and enhance the relevance and quality of education

I agree with the Observations of the Peer Team as mentioned in this report.

Signature of the Head of the Institution
Seal of the Institution

Signatures of the Peer Team Members:

Name	Designation	*Signature with date*
Dr.M.C.Dileepkumar	**Chairman**	
Dr.Ridling Margaret Waller	**Member Coordinator**	
Prof.Dr.K.B.Kumar	**Member**	
Dr.B.S.Ponmudiraj	**Deputy Adviser, NAAC**	

Place: Garhwa
Date: November 30, 2016

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Surat Pandey Degree College

Place : Sahijana, Garhwa, Jharkhand

Criteria	Weightage (W_i)	Criterion-wise Weighted Grade Point ($Cr\ WGP_i$)	Criterion-wise Grade Point Averages ($Cr\ WGP_i / W_i$)
I. Curricular Aspects	100	160	1.60
II. Teaching-Learning and Evaluation	350	420	1.20
III. Research, Consultancy and Extension	150	320	2.13
IV. Infrastructure and Learning Resources	100	180	1.80
V. Student Support and Progression	100	170	1.70
VI. Governance, Leadership & Management	100	160	1.60
VII. Innovations and Best Practices	100	100	1.00
Total	$\sum_{i=1}^{7} w_i = 1000$	$\sum_{i=1}^{7}(Cr\ WGP_i) = 1510$	

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^{7}(Cr\ WGP_i)}{\sum_{i=1}^{7} W_i} = \frac{1510}{1000} = \boxed{1.51}$$

Grade = $\boxed{C}$

Date : December 16, 2016

Director

- This certification is valid for a period of *Five* years with effect from December 16, 2016
- An institutional CGPA on seven point scale in the range of 3.76 - 4.00 denotes A^{++} grade, 3.51 - 3.75 denotes A^{+} grade, 3.01 - 3.50 denotes A grade, 2.76 - 3.00 denotes B^{++} grade, 2.51 - 2.75 denotes B^{+} grade, 2.01 - 2.50 denotes B grade, 1.51 - 2.00 denotes C grade
- Scores rounded off to the nearest integer

EC(SC)/20/A&A/31.1