



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SIDHO KANHO BIRSHA UNIVERSITY**

**Purulia
West Bengal
723104**

(Draft)

**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:	SIDHO KANHO BIRSHA UNIVERSITY Purulia West Bengal 723104	
2.Year of Establishment	2010	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	19	
Programmes/Course offered:	27	
Permanent Faculty Members:	89	
Permanent Support Staff:	64	
Students:	1871	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Programmes on indigenous cultures and traditions 2. Catering to themarginalised section of the society 3. Museum	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 27-05-2019 To : 29-05-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RAJAN WELUKAR	Vice Chancellor,G H RAISONI UNIVERSITY
Member Co-ordinator:	DR. DEBARSHI NATH	Professor,TEZPUR UNIVERSITY
Member:	DR. GIRISH SHARMA	Professor,KUMAUN UNIVERSITY
Member:	DR. VIJAYALAKSHMI MUVVA	FormerProfessor,ACHARYA NAGARJUNA UNIVERSITY
Member:	DR. INDIRA RAMA RAO	FormerProfessor,UNIVERSITY OF MYSORE
NAAC Co - ordinator:	DR. M.S. SHYAMASUNDAR	

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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)

1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	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 University was established by a State Legislation in 2010. The curriculum is designed by the Academic Council and the subject syllabus is framed by the respective Boards of Studies.

The University has introduced courses that have integrated the unique socio-cultural heritage of the region with globally relevant academic concerns. The courses are in consonance with the regional needs but have also taken cognizance of emerging areas in the traditionally well-established disciplines. Thus, while retaining the knowledge of core areas in the disciplines concerned, the University has not shied away from introducing new and exciting courses. We see courses in Chhau Dance, Jhumur and Lac-Culture which not only help sustain local cultures and traditions but also provide opportunities for students to find gainful employment in sectors such as tourism, museums, art shows, and jewellery-making. The University offers Open Electives and Add On courses on areas such as Intellectual Property Rights, Biodiversity and Wildlife Conservation, Environmental Protection and Management and Land and People, which help to instil a sense of appreciation and pride for their local cultures and environment.

Though the University has defined the program outcomes, program specific outcomes and course outcomes of all the programs, a mechanism for measuring the impact on the lives of the students is yet to be created. The University offers programs that encompass issues like gender, environment and sustainability, human values and professional ethics.

The open elective papers and add on courses are offered to P.G. students to give them the freedom of choice. P.G. Diploma courses on women and South Asian studies are offered. To preserve the culture of this region, the University conducts Diploma courses on Chhau and Jhumur. It has also introduced a course of six months on Lac culture to enhance the Socio-economic value of people.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	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 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QIM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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 QIM	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

Teachers assess the newly-admitted students and a continuous evaluation system is in practice to monitor students' progress. The University caters mainly to the educational needs of vulnerable and marginalized groups predominantly drawn from dalit, tribal and Other Backward Classes. The University is located in a rural environment and makes special efforts to mentor students especially in need of additional support by way of special classes, remedial coaching and tutorials. Department committees meet regularly to prepare lesson plans and lay out a plan of action to help slow learners and those from vernacular medium backgrounds to cope with the demands of higher education. An orientation program is conducted prior to the commencement of classes to acquaint students with the way of life in the University, the curriculum and the program-specific demands. In order to build students' learning capacities, invited lectures, interactive sessions, group discussions and student seminars are organized. Students are encouraged and trained to appear for NET/SET and other competitive examinations.

Teaching involves both classroom instruction and field-visit. Outreach programs have been built into the course content in all departments. Outreach programs keep the students connected to their local environment while at the same time strengthening their domain knowledge. This not only enhances the students' skills in their areas of interest but also gives a practical dimension to their learning. Students are generally encouraged to explore the avenues for research in the local areas and try to apply their classroom knowledge for solving or addressing issues of real life. Apart from regular classroom learning, students are encouraged to participate in seminars, write research papers, and attempt book and film reviews.

A minimum of seventy-five percent attendance is mandatory for students in each semester. The students have to clear the internal assessment component to qualify for the end-term examination. Internal assessment papers are shown to students after the tests. The examination system is partially automated. The final mark sheets of PG examination and certificates can be downloaded from the website. CBCS has been implemented and a grading system is in place.

There is an improvement in the overall performance of students in the University examinations.

There is scope for improvement in the continuous evaluation and automation of the examination system is still under process. This needs to be done at the earliest.

Most students have clear cut goals and seem to be determined to work towards achieving these goals. Even though a large majority of them are first generation learners, they have developed an awareness of the opportunities available for upward mobility, especially in the academic line and are preparing to reach these targets. The visibly large number of passes in the NET/SET examinations in a span of about five-six years is an indication of the exposure the University has given to the students about career openings in teaching and research areas. A good number of students have presented research papers in seminars and other academic events inside and outside the University.

Given the fact that this is a new university whose catchment area and clientele are both likely to increase in the years to come, it would be an appropriate step to display the program objectives and expected outcomes in the University website more prominently. The teachers closely monitor students' performance and have put in place a mentor-mentee system to address the gaps in the learning outcomes by engaging students in special classes and one-to-one coaching and counselling. The specific needs of students are assessed by teachers, which makes it possible for them to help students improve academically. Students have also received national recognition and 33 students have been placed in 8 companies during campus interviews held last year. More than 100 students have received placements in government institutions and research projects since its inception.

Since there is a constant need to integrate new developments, both in the discipline and the employment sector, the University must evolve a policy of including representatives from the profession, industry, alumni, and public life in periodically reviewing and updating the syllabi.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

Being a new university, the Departments are making sincere efforts at disseminating information about knowledge acquisition opportunities and strategies to be adopted for translating classroom experience into finding suitable jobs. The constant addition that is taking place in laboratory equipment by procuring high-end instruments has created an environment for acquainting both the faculty and students to the developments taking place in the concerned areas. The University has recruited human resources as per UGC norms and hence there is a good combination of new and experienced faculty. While faculty recharge is taking place through participation in faculty development programs, students are involved in departmental research projects and are permitted to use the latest equipment. The University has received 23 crores for research related projects from the state government. Research grants have also been received from UGC, DST, CSIR, ICSSR, ICHR, ICPR, SERB and West Bengal Biodiversity Board. A mega project amounting to Rs.5,68,62,825/- funded by DST (GoI) for establishing an ST Hub is especially encouraging. The University also provides seed money to teachers for taking up research projects and signed MoUs with academic and research institutions for promotion of research activities. It encourages co-guides from national institutions and has also provided facilities for accessing about 30 online journals including Oxford, Cambridge, and JStor publications.

In Humanities and Social Science departments, discipline-related activities that help students to widen their knowledge base and also give them an exposure to the application aspects of their classroom training, are being carried out.

Facilities for start-up support and incubation centre are yet to be created.

The NSS unit of the University has been making constant efforts to establish a university-neighbourhood network through its social service activities. Blood donation camps, building awareness about safe driving, health check-up camps, drinking water and sanitation campaigns, school support programs through gifting of learning materials, immunization programs, legal aid camps are among the initiatives taken by the NSS Unit for building a rapport between the University and the neighbourhood areas. The University has adopted three villages in which extension activities are carried out.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	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 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	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 University's infrastructure facilities are being augmented on a regular basis. Since the establishment of the new campus in 2016, departmental infrastructure in terms of classrooms, faculty rooms, and labs has been created. There are three smart classrooms and internet connectivity is provided for the labs and the classrooms are equipped with LCD projectors. During the last five years, a financial aid of Rs. 10,57,03,345.00 has been received for the procurement of lab equipment. But there is limited space available for housing these equipment.

Washrooms and drinking water facilities are available on all the floors in different buildings. The six-floor library block which is under construction is likely to enhance the capacity of the library and this is considered a flagship activity of the University in the immediate future.

Installation of elevators, CCTV surveillance and fire-control equipment are all on the anvil and have received administrative approval from the state. These tasks, however, need to be completed as early as possible as they are priority areas in making a campus user-friendly and also ensuring campus safety.

The University has facilities for indoor games such as carom and table-tennis and a gymnasium. However, there are two playgrounds for football, cricket, basketball, kabbadi and kho-kho but these need further infrastructural development. In fact, marking of open areas as playgrounds has been done but proper infrastructure needs to be created. There is an amphitheatre where cultural activities are organized. The University has been training students in Chhau dance and even offering a diploma course.

The library is in the process of being constantly updated and refurbished. It is partially automated with web centric Libsys 7. It has a total collection of 37,602 books, 388 journals (including e-journals), and 12 databases. The facilities in the library need to be enhanced. However, the University is in the process of constructing a six-storied library block to meet the requirements.

The library has acquired 44 rare books. It has a small collection of manuscripts and newspapers.

The University is Wi-Fi enabled and IT infrastructure is maintained by the Automation and Electronic Information Management Cell. This includes website maintenance and development, installation and maintenance of network in the campus and procurement of the centralized IT infrastructure. The departments need to use open-source software to minimize expenditure. Both faculty and students have access to INFLIBNET. There is a centralized computer lab with 37 computers, a computer lab with 22 computers in the Department of Physics and another with 38 computers in the Department of Chemistry.

There is optimal utilization of classrooms, smart classrooms, computer lab, and science labs. Facilities for training students in different sports activities by a professional trainer are available. The gymnasium is open throughout the day for use of students and faculty. Coaching classes for NET, SET and other competitive exams are also held during different periods of time so as not to disturb the routine process of classroom learning. Language Lab facility is available in the central Computer Lab. English language classes are held in this Lab to enhance English speaking and writing skills of students.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.5 QIM	The institution has an active international students cell to cater to the requirements of foreign students
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	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 University does not have an International Students' Cell. As of now, there are no international students on the rolls.

Though the University does not have a structured students' council, students are involved in university activities through an informal student body and many committees. Students are represented in the anti-ragging committee. In the women's hostel, student manager's, selected on a rotational basis, manage the day-to-day affairs of the hostel, including the mess.

The University does not have a registered alumni association. However, the departments have been taking steps to develop a tradition of arranging alumni-meets for their respective departments.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the University 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 QIM	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 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	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 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The management of the University is committed to following the vision and mission in its activities and action-plans. The management is proactive and is concerned about building life-skills and academic acumen of students. It lays stress on holistic development of students by creating opportunities for personality building and self-realization. The top management of the University provides effective leadership that has created the right ambience for both the physical and academic growth of the University.

It needs to create to envision a strategic-plan for its phased development in order to have a road-map for its overall growth.

The University practices a decentralized system of governance by involving its faculty in a number of development and management activities. The policy of collective participation of all the stakeholders is followed while framing the statutes for the academic and non-academic bodies. Statutes and regulations are

revised in response to the changing needs and demands of the times. Feedback from affiliated colleges is also sought. The Executive Council which has representatives from different cross-sections of the University community and society is involved in designing and implementing the developmental plans of the University.

The decisions taken in various bodies of the University, whether academic or administrative, are being implemented from time to time. The University has displayed a commitment for preservation of local culture and has well-documented the conservation efforts by establishing a museum and also supporting local art forms by preserving artefacts and ethnographic objects. Documentation is also taking place through courses on local art forms and folklore.

The organization and structure of the university includes both the officers of the university and faculty representatives. The university court, the executive council, faculty council of PG studies and faculty council of UG studies and deans of faculties oversee different aspects of the university administration. Service rules, procedures, recruitment and promotional policies are followed in appointments to different positions in the university. The university has set up a grievance cell through which grievances are redressed. Hitherto, the university has received very few grievances

It has been observed from the minutes of the bodies, cells and committees that decisions taken are implemented.

The university provides both financial and other welfare measures for the benefit of staff members. It has a Staff Co-operative Society in which 80% of the staff are members. Medical allowance, festival advance, medical leave and leave encashment facility are provided. Apart from regular leave, faculty also get leave for pursuing doctoral and post-doctoral research. Special duty leave is also granted. Government health facility is extended to all the staff including contractual employees.

There is a system of annual performance appraisal, on the basis of which teachers are sent for attending the orientation/refresher courses.

The university conducts internal and external audit every year. Audit has been conducted up to 2017-18.

Though the university receives grants from various agencies, it needs to create an institutional mechanism for mobilization of funds from various funding agencies.

IQAC monitors teacher performance and takes part in assessment of teachers' eligibility for selection and promotion. It encourages participation of faculty in faculty development programs. IQAC obtains feedback from students at the end of fourth semester. It meets regularly and organizes seminars in collaboration with different departments. There is a scope for IQAC to become more proactive in organizing programs and planning quality assurance to realize the vision and mission of the university.

Feedback must be obtained at the end of each semester.

Teaching-learning process is being reviewed through the achievement of students in competitive examinations, publication of books and papers by faculty and their participation in academic activities. It also reviews regularly the progress of sponsored research projects. The IQAC needs to create a frame work for reviewing the measurement matrix of quality parameter

An incremental improvement is observed in infrastructure, financial grants received and utilized, staff

recruitment, purchase of laboratory equipment, starting of new programs with a thrust on local culture, success rate in NET/SET examinations, increasing placements and a march towards achieving holistic development of the university.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	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 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The university follows a practice of gender equity in its daily activities. Safety and security policies are in place and measures have been taken for its implementation. The campus is well lit around the clock and students move around the campus without any fear. The University follows a policy of zero-tolerance towards ragging. Counseling of students, mainly through a stress on an effective mentor-mentee relationship, is being done. There are vending machines for sanitary napkins in different buildings of the University, including the hostel. There is a functional Internal Complaints Committee. Security guards have been deployed at different strategic locations of the campus.

The University has taken steps for disposal of waste. In fact, an effective mechanism is in place to facilitate solid waste management. There are machines to transform organic waste into compost. Recycling of liquid waste is done to some extent. However, the University is yet to develop a futuristic policy for waste disposal, particularly of e-waste.

The University is planning to set up a rainwater harvesting system. Many students and staff member use bicycle for travelling within the campus to check fuel consumption as well as pollution. Campus is free of plastic. Smoking is prohibited in the campus.

The University takes particular care to observe the birth/death anniversaries of great Indian personalities. National festivals are observed. It needs to be mentioned that apart from the nationally well-known historical figures of the country, the University has taken steps to popularize the immense contribution of Sidho Murmu, Kanho Murmu and Birsha Munda as freedom fighters.

Financial transactions and settlements in the University are managed in a transparent way. Government rules pertaining to tenders are adhered to. Internal and external audit is being regularly done.

1. The University's initiative to save energy by installing solar panels and solar lights is commendable.
2. The University's engagement with the local communities by, for instance, opening up its library and other services to them, needs to be appreciated.

The University has integrated the socio-cultural values and practices of the region both in its academic programs and support for conservation and transfer of indigenous knowledge.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength

Strengths :

- The research output in the form of good number of Ph.Ds and research papers published in refereed journals.
- Excellent performance of students in the form of qualifying NET/GATE/SET exams.
- Museum with Galleries.
- Comparatively young faculties
- Excellent teacher student relationship.

Weaknesses :

- The University is located in a remote place.
- No consultancy is being provided.
- No linkage of the campus with large industries.
- Absence of transport facility.
- Scarcity of water in the campus and no arrangements for recycling of water, rain water harvesting etc.

Institutional Opportunity:

- Start the programs in emerging areas.
- Exploration of geological and geographical uniqueness.
- Creating international market to rural artifacts by creating a model of branding, marketing collaboration with industry, National Laboratories and Ministries.
- Creating contemporary infrastructure.

Challenges :

- First Generation learners

- Getting sanctions from the Govt.
- Attracting intellectual capita and officers for substantial posts due to remoteness of the area
- Creating facilities for water generation
- Mobilising sufficient funds

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)

- Industry-Institution linkages and consultancy should be initiated.
- QR codes should be used in the museum and the medicinal plants garden for easy access to information.
- External academic, administrative, energy and research audit should be conducted periodically.
- Construction of a hostel for boys should be taken up on a priority basis. Transportation facilities be provided to students. The University should create state of the art sports infrastructure
- A Central Instrumentation Centre be established.
- Every drop of water must be preserved by using methods like rainwater harvesting and STP.
- Skills should be integrated in the curriculum.
- The University should set up an Incubation and Innovation Centre.
- Training to be given to faculty in design thinking pedagogy and ICT. For this, it should establish a Centre of Excellence for teaching and learning.
- The University should start courses in emerging areas. Also, it should start programs in the areas of indigenous knowledge, culture, heritage and foreign languages. In addition, a separate building for the museum be created.

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

Signature of the Head of the Institution

NAAC

Sl.No	Name		Signature with date
1	DR. RAJAN WELUKAR	Chairperson	
2	DR. DEBARSHI NATH	Member Co-ordinator	
3	DR. GIRISH SHARMA	Member	
4	DR. VIJAYALAKSHMI MUVVA	Member	
5	DR. INDIRA RAMA RAO	Member	
6	DR. M.S. SHYAMASUNDAR	NAAC Co - ordinator	

Place

Date

NAAC