



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

**Accreditation - (Cycle -1 )**

**PEER TEAM REPORT ON**

**INSTITUTIONAL ACCREDITATION OF  
DEV SANSKRITI COLLEGE OF EDUCATION AND  
TECHNOLOGY, KHAPRI DHAMDHA ROAD, DURG  
C-21836  
Chhattisgarh  
DURG  
491001**

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

NAAC

**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	DEV SANSKRITI COLLEGE OF EDUCATION AND TECHNOLOGY, KHAPRI DHAMDHA ROAD, DURG DURG Chhattisgarh 491001	
2. Year of Establishment	2006	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	5	
Departments/Centres:	5	
Programmes/Course offered:	6	
Permanent Faculty Members:	15	
Permanent Support Staff:	9	
Students:	256	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. It's a co-ed self-financed Rural College with an aim to empower the rural youth 2. UGC recognition under sec. 2(f) in 2015 3. Social upliftment by community services.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 03-05-2022 Visit Date To : 04-05-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PROF SURYA NARAYAN PANDA	Director,Chitkara University
Member Co-ordinator:	DR. MANTUN KUMAR SINGH	Professor,Vinoba Bhave University
Member:	DR. JYOTI PATIL	Principal,RENUKA COLLEGE
NAAC Co - ordinator:	Dr. Pratibha Singh	



**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 delivery through a well planned and documented process</b>
1.1.2 QIM	<b>The institution adheres to the academic calendar including for the conduct of CIE</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

**Qualitative analysis of Criterion 1**

The institute was started as a regular Co-Ed college in the year 2006 and in the year 2011-12 after changing its name and place it became "Dev Sanskriti College of Education & Technology" which is affiliated to a State university, Hemchand Yadav University, Durg, CG. It is spread in 5 acres with 4483.08 sq. mts. Built up area, located at Khapri, (Rural Area) Dhamdha main road, 6 Km. from Durg railway station. The college offers 5 UG programmes (BA, B Com, BCA, B Ed, and B Lib) and 1 PG Dip in PGDCA. The number of teaching staff is 15 (6 permanent and 9 temporary), 9 non-teaching staff and 2 technical staff. The Curriculum at UG and PG level is designed and developed by the parent University. The college 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. Annual plan of the curriculum is designed and documented along with individual lesson plans prepared by the staff. Each Department strives to achieve the curriculum objectives through their respective syllabi and planning. The Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum as per the UGC guidelines. Anti-ragging cell, Grievance redressal cell and Internal complaint cell are active in the institution. There are 3 number of Value added/Add-on-courses at the college level to the students. Social responsibility in students is well invoked through Red cross society. The College follows rules and regulations made by the statutory bodies.



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	<b>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>
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</b>
2.3.2 QIM	<b>Teachers use ICT enabled tools for effective teaching-learning process.</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b>
2.5.2 QIM	<b>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.</b>
2.6.2 QIM	<b>Attainment of programme outcomes and course outcomes are evaluated by the institution.</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The College follows the stipulated admission process adopted by the parent university and directed by the state Government of CG. The admission process is based on a merit and roaster system for reservation norms. A regular, transparent, and systematic evaluation process ensures the percolation of subject contents and understanding of the same. The student-teacher ratio is adequate. The practice of holding classroom teaching, the remedial classes for slow learners, group discussions, fieldworks, and seminars for experiential learning and student-centric dissemination of knowledge are being satisfactorily followed. There are two programs with semester system and 4 programs with annual pattern. The mechanism to deal with examination-related grievances is to be systematized. The institution prepares an academic calendar with the planned tentative dates for the conduct of internal tests, Model Exams, Model Practical Exams, and other academic activities. The average pass percentage is impressive. There may be a systematic support policy for drop-outs and failures so that they come back to the mainstream of success. The number of full-time teaching staff is 15, out of them 4 are MPhil holders and 7 are pursuing Ph.D. Slow learners are identified and taught separately in remedial classes and advanced learners are guided to excel by providing more access to the library and issuing books and other reference material. The final evaluation process framed by the affiliating University is followed by the college. The college is sensitive to the needs of the students regarding personality development and communication skills. The process of student satisfaction survey needs proper implementation.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	<b>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</b>
3.4	Collaboration

#### Qualitative analysis of Criterion 3

The student centric approach has been initiated by the college in a moderate level. Various techniques viz ICT Tools, Power- points presentations, seminars, group discussions are applied for the student support.

Seven teachers are pursuing Ph.D. Publications in the form of books, chapters, and conference proceedings and publications in refereed UGC recognized journals are required to be initiated which can be focussed as a good research practice. The institution has organized so far 1 national workshop, 2 college-level workshops, and a one-day seminar which can be increased with a student-centric approach. A few linkages for faculty exchange, student exchange, internship, etc. have been done during the last five years, which is a good sign of experiential learning. Three MoUs have been made during the last five years. The college organizes various extension activities such as environmental Awareness, Tree Plantation, Yoga day, Community camps, Dental check-up Camps, Orphanages and old age home visits, Swacha Bharat campaign, Voter Awareness rallies, etc. to create awareness about health, environment, and social issues.

The college teachers and students are using electronic resources, reference and digital content for accessing E-Books, E-Journals and online open source books.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.</b>
4.1.2 QIM	<b>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS)</b>
4.3	IT Infrastructure
4.3.1 QIM	<b>Institution frequently updates its IT facilities including Wi-Fi</b>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<b>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</b>

#### Qualitative analysis of Criterion 4

Situated in a rural area, the college is spread over an area of 5 acres. 15 classrooms, three classrooms with

LCD projectors, a seminar hall of 200 seating capacity with LCD projectors and a sound system for audio/video presentations, and a well-equipped Science lab, Art and Craft lab, and Computer lab with 37 computers are used for student centric teaching learning practice. The college frequently updates IT facilities and WiFi. CCTV Cameras have been fixed at the entrance and the corridors to ensure a safe and secure atmosphere. There is a well-equipped library with books, journals, and magazines with reading room facilities for staff and students. E-learning facilities are made available to students through fully automated with SOUL, ILMS. The Physical education department maintains grounds for various outdoor games like Kabbadi, Volley Ball, Ball Badminton, Basketball, Kho Kho, cricket, and badminton. It also has the facilities for promoting indoor games like Chess and carom etc. A well-equipped computer lab is established for the benefit of the students with the latest equipment to update their knowledge in the field of computer and technology. Canteen, Stationary Store and ATM is also available.

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
5.3.2 QIM	<b>Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )</b>
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>

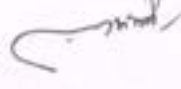
#### Qualitative analysis of Criterion 5

Most of the students are benefited by scholarships and free-ships provided by the Government year-wise during the last five years. The institution has a mechanism for timely redressal of student grievances including sexual harassment and ragging cases need proper documentation. Nearly all the students are benefited by counselling cell, grievance cell, women cell, anti-ragging cell. For spiritual development of the students, hawan and pooja are performed in the college on guru poornima, basant panchmi and navratri. Training of yoga is given every Saturday to make students physically fit and mentally alert and cleanliness campaigns are conducted from time to time for health awareness. The college has an active student council. The soft skill training for the skill enhancement of the students includes personality development program, communication skill and ICT skill enhancement program learning.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance of the institution is reflective of and in tune with the vision and mission of the institution</b>
6.1.2 QIM	<b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional Strategic / Perspective plan is effectively deployed</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures for teaching and non-teaching staff</b>
6.3.5 QIM	<b>Institutions Performance Appraisal System for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution conducts internal and external financial audits regularly</b>
6.4.3 QIM	<b>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</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</b>
6.5.2 QIM	<b>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</b>  <b>( For first cycle - Incremental improvements made for the preceding five years with regard to quality</b>  <b>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )</b>

#### Qualitative analysis of Criterion 6

The College promotes the practice of decentralization and participative management. Under the guidance of Trust board members, the Principal and the College council work to facilitate the sustenance and embodiment of the vision and mission of the college. Student cells and PTA and alumni are part of this participative management. The teaching and non-teaching staff of the college is covered under various welfare scheme like contributory provident fund, education leave, and maternity leave. The institution provides financial support to attend conferences, seminars, workshops and professional development programmes to teaching and non-teaching staff. The college has an annual performance appraisal system for teaching and non-teaching staff. The Governing body of the college has a strategy for mobilization and utilization of funds. The institute plans a budget well in advance which is approved by the governing body. The institute conducts External financial audits through qualified Chartered Accountants. Group Insurance need to be provided to the employees. The financial records should be as per financial rule.




The IQAC takes steps to evaluate and improve the functioning of the college. Action plan for all the activities of the college like allotment of money is prepared in consultation with all stakeholders. The college monitors the efficient and effective use of finances. Professional development of the staff is ensured through training programmes and administrative training programmes. Keeping in view of the designated vision empowering rural and less privileged youth through holistic higher education, efforts are made to increase the level of self-confidence in the rural students and hone their creative and innate skills.

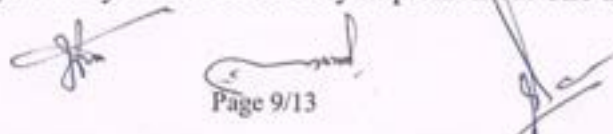
**Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)**

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

**Qualitative analysis of Criterion 7**

For environmental conservation, the institute has banned plastic use, planted trees in the neighbouring areas, undertaken some green projects, rain water harvesting, and use of solar energy in the premises. Every Saturday used to be no vehicle day for less carbon emission. Village cleanliness mission, Hariyali fest, organic manure making are done under village awareness programs. As a good practice for value education "sanskrit gyan pariksha" is organised for students.

Solid waste is collected and disposed through the method of incineration and land filling under the supervision of the office staff in-charge as well as with the volunteers, abiding by the prime minister's scheme of *Swachh Bharath*. Liquid Waste Management system is effectively implemented. The drainage system is cleaned



periodically and in case of trouble arising, the municipality's help is sought. Students are educated not to put waste paper or any other material which might block the pipelines. Rain water harvesting plan is executed through the well-built tanks and soak pits. Apart from this, excess of rain water is channelized towards the trees and greeneries. The Institution celebrates various festivals and birth and death anniversaries of great personalities like Swami Vivekananda, Subash Chandra Bose, Abdul Kalam, Gandhiji etc. Anti-ragging cell is established inside the campus, College maintains high transparency in admission, academic standards, financial aid to the students, examination valuation, administration etc. Keeping in mind the institution's motto is "Tamso ma jyotir gamaya" (from the darkness of ignorance towards the light of knowledge) the college pursues many best practices the important ones are Hariyali Project for environmental awareness and for inculcating human values "Bharat Sanskriti Gyan Pariksha" are conducted which are strong points of the institute. The institutional distinctness is value based and spiritual education through sustained efforts by keeping a separate section in library for books of Indian culture and tradition. The college has installed CCTV camera in a college campus for security and administrative purpose.

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

#### Overall Analysis

#### Strength:

Based on the interaction with the principal, teachers, non-teaching staff, management, alumni, parents, and the students and also on perusing records and visiting various infrastructure facilities, the Peer Team feels that the college is progressing on its path of achieving its vision and mission of quality education to the deprived section of this rural area. It is also observed that the college has some community and environmental practices that are worth noticing. The SWOC analysis of the college is as follows:

#### STRENGTH:

- The college provides education to the rural youth of the deprived and backward villages of the region with a special thrust on self-employment and entrepreneurship skills to make them economically reliant.
- Located in a village having dire needs for community and social awareness projects, College has bodies working efficiently towards the goal of achieving social awakening regarding environmental ecosystem, cleanliness, and avenues for self-employment.
- Having good Infrastructure, the right ambiance, proper discipline, and cordial relationship among the stakeholders to assure quality initiatives and enhancement.
- Optimum use of college facilities and good maintenance of infrastructure and equipment is another highlight of the institute.
- Providing first-hand knowledge about Indian culture and tradition by conducting "Bhartiya Sanskriti Gyan Pariksha" is distinctiveness and in consonance with NEP 2020's initiative for India focus education.
- College has a small medicinal garden to spread the herbal usage among students and staff.
- College has a Project "Manokamna" in Library to trained students for competitive examination without any charges.

#### Weaknesses:

## **WEAKNESS:**

- Limited use of new technological advances for teaching and learning, e.g. use of online resources and e-content to enrich the next generation learners to compete in the global context.
- Lack of consultancy services, research activities, and collaborations for quality enhancement and resource generation may provide better opportunities for the students as well.
- More functional IQAC is required to boost qualitative initiatives and enhancement.
- Faculty development programs may be systematized and their knowledge may be updated and upgraded through various training, seminars, and workshops at the local level.
- A definite perspective plan or action plan and preparation of a vision document may help to address financial management and quality initiatives, the two areas which should be taken up systematically.

## **Opportunities:**

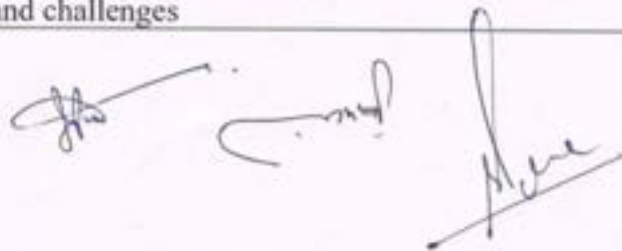
### **OPPORTUNITY:**

- Job-oriented add-on courses may be introduced to provide the students with more opportunities to equip themselves for the global market.
- Linkages and collaborations for placement, research and job-oriented industrial training may provide ample opportunities to students of the area to get better placement, more research, and entrepreneurial training.
- The Use of ICT-based online resources and training like SWAYAM for students as well as staff may give a boost to quality education and research activities.
- Innovation in compost manure, marketing, and rainwater harvesting education are other areas of great potential wherein research and consultancy services may be offered to the people of the area through which more job opportunities may be available to the students.

## **Challenges:**

### **CHALLENGES:**

- A spirit of enterprise and collaborative workmanship has to be inculcated with a positive attitude to promote an entrepreneurial approach in all the departments.
- Inter-disciplinary activities and connectivity & coordination with all the stakeholders through a robust feedback system have to be developed for all round progress of the institute.
- Full Office Automation and library computerization to step up for e-library and learning resource center may uplift the overall education system on the premises.
- More ICT facilities for the staff and students may help to bring desired changes and improvement.
- Financial planning, donations, and grants from other Govt. or non-Govt. agencies may help to tackle financial crunch and challenges



#### 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)

- Internal Quality Assurance Cell (IQAC) has to be more vibrant and active to play a significant role in reviewing teaching and learning methods and acting upon learning outcomes.
- More functional Research is recommended to inculcate research culture among staff as well as students in a systematic manner. Resource mobilization for research and development is highly recommended.
- Self-appraisal of the teachers has to be evaluated properly and remedial measures should be taken as per UGC rules. They should be encouraged and supported in taking research to enhance their career and competence.
- More job-oriented add-on courses may be a better option for academic enrichment for students.
- MOOCs (Massive Open Online Courses through SWAYAM portal) are recommended for knowledge up-gradation and free courses for students.
- Language labs need to be established for enhancing communication skills.
- Wifi system need to be upgraded
- Library may be upgraded into a Learning Resource center with e-library and e-reference sections.
- Sports clubs may be an additional platform for students to excel in this field with scope for resource mobilization.
- Campus placement should be organised
- Financial record must be maintained as per financial rule.
- Research should be encouraged among the teaching Faculty
- Salary should be given to employee as per the University directives.
- Laboratories need to be updated with fixed infrastructure.

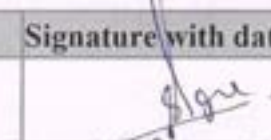
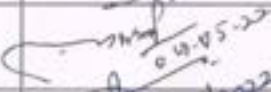
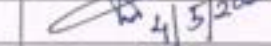

I have gone through the observations of the Peer Team as mentioned in this report



Signature of the Head of the Institution

**PRINCIPAL**  
Dev Sanskriti College of  
Education & Technology  
Khaori, Dist.-Durg (C.G.)

Seal of the Institution

Sl.No	Name		Signature with date
1	PROF SURYA NARAYAN PANDA	Chairperson	
2	MANTUN KUMAR SINGH	Member Co - ordinator	
3	JYOTI PATIL	Member	
4	Dr. Pratibha Singh	NAAC Co - ordinator	

Place

Durg

Date

4/5/2022

NAAC