



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
SADHAN CHANDRA MAHAVIDYALAYA  
C-11896**

**Falta  
West Bengal  
743504**

**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:	SADHAN CHANDRA MAHAVIDYALAYA Falta West Bengal 743504	
2.Year of Establishment	2007	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	8	
Programmes/Course offered:	8	
Permanent Faculty Members:	31	
Permanent Support Staff:	8	
Students:	911	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. The college is dedicated to serving the educational needs of students from rural and marginalised backgrounds in the Falta Block.</li><li>2. The college campus is eco-friendly and offers well-rounded and thorough undergraduate programs that meet educational standards.</li><li>3. The college engages in community engagement and outreach initiatives through programs like Uttaran and Tejaswini- for Women Empowerment.</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 20-02-2025 To : 21-02-2025	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. BACHH RAJ DUGAR	Vice Chancellor,Jain Vishva Bharati Institute
Member Co-ordinator:	DR. CHALLA SREE RAMA CHANDRA MURTY	Professor,Banaras Hindu University
Member:	DR. ADIT GUPTA	Principal,MIER COLLEGE OF EDUCATION
NAAC Co - ordinator:	Dr. Jagannath Patil	

## Section II: Metric and Criterion 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 Curricular Planning and Implementation

##### 1.1.1 QIM **The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

Sadhan Chandra Mahavidyalaya ensures effective curriculum planning and delivery through a structured and documented process, incorporating an academic calendar and continuous internal assessments. The institution faces challenges such as limited student engagement with value-based education, Add on courses and fluctuations in attendance. To address these, the college integrates regular classroom instruction with online classes, following a well-defined academic calendar that guides the systematic coverage of the syllabus. Continuous internal assessments are conducted to monitor student progress and adjust teaching methods accordingly. This approach ensures that the curriculum is delivered efficiently and adapts to the changing educational needs of students, supporting their academic and ethical development.

#### 1.3 Curriculum Enrichment

##### 1.3.1 QIM ***Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum***

The SCM integrates crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum through a variety of structured educational strategies. The curriculum incorporates dedicated modules on Professional Ethics, promoting ethical professionalism through experiential learning and industry insights. Gender sensitisation is addressed by including inclusive content and organising seminars to promote equality and challenge stereotypes. Human values are integrated across various disciplines, enhancing the curriculum with value-centric activities and fostering leadership and integrity. Environmental awareness is instilled through mandatory courses on environmental studies, coupled with initiatives like tree planting and eco-awareness campaigns. These integrations not only enrich the curriculum but also ensure that students develop a balanced understanding of these crucial areas, preparing them for professional and personal success in a diverse and environmentally conscious world.

### Qualitative analysis of Criterion 1

Sadhan Chandra Mahavidyalaya (SCM), affiliated with the University of Calcutta, provides higher education to semi-rural and marginalised students in South 24 Parganas. The institution offers a comprehensive array of Honours and General Courses to foster critical thinking, ethical values, and empowerment. The University develops the curriculum.

Teaching methods at SCM include combining traditional classroom instruction with experiential learning, online education, technology integration, and library research. These approaches are complemented by mentor-mentee relationships and academic grievance committees to support student engagement and learning outcomes. The college's Internal Quality Assurance Cell (IQAC) is essential in sustaining educational quality by organising professional development programmes.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	<p><b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process</b></p> <p>The college employs student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enhance the learning experiences of students. These approaches actively engage students in their education, encouraging practical application of knowledge and critical thinking. Additionally, the college leverages ICT-enabled tools extensively. Educators utilise online resources, educational apps, and digital platforms to facilitate effective teaching. This integration of technology supports a dynamic learning environment where traditional and digital modalities enrich student understanding and participation. By combining these methodologies and tools, the college ensures that the learning process is interactive, inclusive, and adapted to the evolving educational landscape.</p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p><b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b></p> <p>At Sadhan Chandra Mahavidyalaya, the mechanisms for internal and external assessment are transparently structured. Assessments are conducted in accordance with clear guidelines that align with the academic calendar, ensuring timely execution and fair grading practices. These processes are transparently communicated to students via the college's online portal and notice boards, ensuring that all participants are aware of the criteria and timelines. The college has established a time-bound and efficient grievance redressal system that adheres to regulatory standards. This system provides students and faculty with the means to promptly address their concerns regarding assessments and other academic issues. Complaints are processed through a formal committee, which ensures a thorough review and timely resolution. Regular updates on the status of grievances are provided, maintaining transparency and trust within the college community.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><b><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></b></p> <p>The SCM articulates and displays Programme Outcomes (POs) and Course Outcomes (COs) for all its programmes on its official website, ensuring accessibility and transparency. These outcomes, defined for each programme and course, are integrated with the curriculum, aligning educational practices with the institution's goals and standards. This clear delineation of expectations serves as a foundation for curriculum design, instructional delivery, and assessment, ensuring that all educational activities are goal-oriented and effective. The outcomes are regularly reviewed and updated in consultation with academic advisors and industry stakeholders to meet current market demands and societal needs, enhancing the relevance and applicability of the education provided.</p>
2.6.2 QIM	<p><b><i>Attainment of POs and COs are evaluated.</i></b></p> <p>Explain with evidence in a maximum of 500 words</p> <p>Sadhan Chandra Mahavidyalaya has implemented a comprehensive approach to evaluating the attainment of Programme Outcomes (POs) and Course Outcomes (COs). The institution has established clear assessment mechanisms which include periodic examinations, projects, and presentations that are aligned with the specified outcomes. This structured assessment framework ensures that the educational objectives of the programmes are met effectively.</p>

## Qualitative analysis of Criterion 2

The college has demonstrated consistent enrolment, with an average rate of 73.90% over the past five years, reaching 85.80% in 2018-19. However, a decline to 64.21% in 2021-22 highlights areas for potential improvement in enrolment strategies. The college supports diversity by filling 79.29% of reserved category seats over the same period.

The institution employs various teaching methodologies, including experiential learning, participative techniques, and problem-solving approaches, which enhance student engagement and learning experiences. Integrating Information and Communication Technology (ICT) into teaching practices uses online resources and educational applications to support diverse learning styles.

SCM's assessment procedures are transparent and supported by a timely grievance redressal system. 46% of faculty are PhD holders.

The college's emphasis on academic success is evident from university results where students have been placed in the top 10 ranks in the percentage system.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	<p><b>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</b></p> <p>The College has developed an ecosystem that supports innovation, focusing on the Indian Knowledge System (IKS) and raising awareness of intellectual property rights (IPR). The establishment of an IPR cell and an incubation centre fosters entrepreneurship and the protection of innovations. These initiatives promote the preservation and application of traditional knowledge through research, academic publications, and collaborations. The impact is visible in enhanced IPR awareness, successful start-ups from the incubation centre, and significant academic contributions that integrate traditional Indian knowledge into contemporary practices.</p>
3.4	Extension Activities
3.4.1 QIM	<p><b>Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.</b></p> <p>Over the last five years, Sadhan Chandra Mahavidyalaya has impacted the neighbourhood community through its extension activities, effectively sensitising students to social issues and contributing to their holistic development. The college has organised various programs such as menstrual hygiene awareness camps, tree and seed plantation drives, and adult literacy camps. These initiatives have not only raised awareness but also fostered environmental responsibility and community participation among students. The extension activities, including campaigns against child labour and workshops on child marriage, have not only educated but also actively involved students in societal issues, thereby enhancing their personal growth and social responsibility</p>
3.4.2 QIM	<p><b>Awards and recognitions received for extension activities from government / government recognised bodies</b></p> <p>Sadhan Chandra Mahavidyalaya has received recognition for its extension activities from government and government-recognised bodies, reflecting its commitment to community welfare and environmental sustainability. The institution has been acknowledged by the Falta Panchayat Samity for advancing community welfare, by the Office of the Sub-Inspector of Schools for its adult literacy efforts, and by the Falta Block Health &amp; Family Welfare Samiti for its health outreach initiatives. Additionally, during the COVID-19 pandemic, the Office of the Block Development Officer recognised the college for its effective relief efforts. The institution's environmental initiatives have also been recognised, with accolades for its Riverbank Tree Plantation Drive and other local clean-up and plantation drives.</p>

### Qualitative analysis of Criterion 3

At Sadhan Chandra Mahavidyalaya (SCM), faculty members contribute chapters to recognised books with ISBN, though their presence in journal publications is limited. To improve the college's research output, it is essential to encourage both students and faculty to pursue sponsored research projects. This effort will enhance their academic profiles and advance the research agenda of SCM College.

The college is also dedicated to community outreach, collaborating with local organisations and government to establish health camps, literacy programmes, and skills development workshops. These initiatives aim to

empower marginalised communities and promote sustainable development. Furthermore, SCM's extension activities involve students and faculty in community service projects, leveraging academic resources to benefit the wider community and contribute to student development.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</b></p> <p>The college has good infrastructure to support various educational and extracurricular activities. The institution boasts 15 classrooms, including three equipped with projectors and screens, enhancing the interactive learning experience. Additionally, the college provides a geography laboratory, a library management system, i.e. Koha, and three computers in the library for the students and sports activities. SCM has well-maintained facilities, including a large playground for outdoor sports like football and cricket and spaces for indoor games such as carrom and chess. A gymnasium and a cultural room facilitate physical fitness and cultural engagements. Moreover, SCM celebrates significant days like International Yoga Day, promoting holistic development through physical well-being activities.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><b><i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i></b></p> <p>The college's library is partially automated with an integrated library management system (ILMS) using Koha software, which facilitates the management of library resources. However, students need to be encouraged to utilise the library resources. More focus on acquiring e-resources must be placed on making the library a knowledge hub.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><b><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></b></p> <p>Sadhan Chandra Mahavidyalaya ensures good IT facilities, equipped with high-speed Wi-Fi and a comprehensive LAN setup to support its academic and administrative functions. The college's internet bandwidth stands at 100 MBPS, enabling robust connectivity across the campus. This infrastructure supports various ICT-enabled facilities, including technology infrastructure in classrooms, which are integrated with projectors and audio-visual systems for enhanced teaching and learning experiences.</p>

Qualitative analysis of Criterion 4
The College boasts modern infrastructure that prioritises Information and Communication Technology (ICT) to enhance the teaching and learning environment. The campus features well-appointed classrooms, seminar

rooms, a geography lab, and offices. The facilities include 15 classrooms, three of which are equipped with educational technology, as well as a multipurpose smart classroom and seminar hall for academic and cultural events. The contemporary library caters to both student and faculty needs, providing reading areas and over 5000 books managed using KOHA Software for automation. Advanced ICT facilities comprise high-speed Wi-Fi, LAN, projectors, printers, and scanners. Administrative tasks utilise Tally ERP for accounting purposes. Holistic student development is promoted through a Medical/Sick Room, a Girls' Common Room, a Cultural Room, sports facilities, a playground, a yoga centre, and a gymnasium. Annual sports events, cultural activities, and occasions such as International Yoga Day foster student well-being.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.4	Alumni Engagement
5.4.1 QIM	<p><b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b></p> <p>The alumni association of the college is not yet registered. However, some alumni support the academic and cultural programmes. Additionally, the Alumni foster a local community network through regular reunions and networking events, strengthening the ties between alumni and the institution.</p>

Qualitative analysis of Criterion 5

The college prioritises equitable access to education through a robust financial support system, providing scholarships to financially disadvantaged students. To prepare students for employment, SCM conducts workshops and training sessions that enhance both soft and technical skills, fostering practical knowledge and confidence. These programmes ensure that graduates are well-prepared for professional success and advancement. At SCM, student safety and well-being are essential, supported by establishing anti-ragging and grievance cells to provide a safe and respectful campus environment. The Internal Complaints Committee (ICC) tackles issues of discrimination and sexual harassment, fostering a positive and inclusive atmosphere.

SCM also offers comprehensive career guidance and examination preparation. Experienced faculty provide personalised advice and resources, helping students navigate their career paths and prepare for competitive examinations. Through these integrated support systems, SCM is dedicated to promoting holistic development and nurturing student potential, ensuring that graduates are prepared to succeed in a competitive global environment.

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

6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><b><i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i></b></p> <p>Sadhan Chandra Mahavidyalaya's governance and leadership align closely with its vision and mission, ensuring that various institutional practices support its core objectives. This alignment is evident in the proactive implementation of the National Education Policy (NEP) 2020, which facilitates multidisciplinary learning and skill development in line with contemporary educational standards. The governance model is decentralised, promoting participative management that involves all stakeholders in decision-making processes. Moreover, the formulation and execution of both short-term and long-term institutional perspective plans need to be done.</p>



6.2	Strategy Development and Deployment
6.2.1 QIM	<p><b><i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i></b></p> <p>The college is coeducation-based, government-aided, and affiliated with the University of Calcutta. Being under the college management, the policies, administrative setup, appointment, service rules, and superannuation of the college staff are governed by management. However, it follows State Government rules in force.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p><b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b></p> <p>The college needs to implement a performance appraisal system for its teaching and non-teaching staff. Welfare measures include health coverage, financial assistance, and support for professional development, such as skill enhancement programs, etc. These systems support the staff's professional growth, job satisfaction, and overall well-being, contributing to a productive work environment.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p><b>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</b></p> <p>The college needs to employ strategies for mobilising and effectively using resources and funds from other sources and non-government organisations. The institution ensures financial sustainability through careful management of these resources. It conducts regular external financial audits to maintain accountability and transparency in its financial operations. Besides these, the college conducts green audits and gender audits.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p><b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b></p> <p>The Internal Quality Assurance Cell (IQAC) at Sadhan Chandra Mahavidyalaya institutionalises quality processes. It reviews teaching-learning methods and operational structures to maintain educational standards. The IQAC evaluates learning outcomes and improvements across activities. It also assesses academic and administrative functions, analysing curriculum effectiveness and teaching strategies. IQAC frames and implements quality-assurance initiatives and collects and analyses feedback from stakeholders to take necessary steps.</p>

#### Qualitative analysis of Criterion 6

SCM aligns its governance with its mission to provide holistic education and societal development. The institution has integrated the National Education Policy (NEP) 2020 and updated its curriculum to include multidisciplinary and skill-based courses.

The college demonstrates continuous growth through investments in infrastructure, technology, and faculty development, bolstered by regular audits and feedback to expand student enrolment and diversify academic programmes. SCM employs a decentralised governance model, empowering departments to make operational decisions and fostering a sense of ownership among faculty and staff. This approach is supplemented by participative governance through regular meetings and feedback channels involving various stakeholders.

The college's perspective plan should outline immediate and long-term goals, such as updating the curriculum and developing infrastructure. These goals should ensure alignment with the college's mission and guide future growth. The Internal Quality Assurance Cell (IQAC) drives continuous improvement by conducting regular evaluations and participating in quality audits.

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	<p><b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b></p> <p><i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>Over the past five years, Sadhan Chandra Mahavidyalaya has implemented several initiatives to promote gender equity and sensitisation. The institution conducted a Gender Audit to assess and enhance gender equality practices. Within the curriculum, gender sensitisation is integrated into various courses, aiming to educate students about gender roles and equity. Additionally, the college's Women's Cell, Tejaswini, organises workshops and seminars addressing critical issues such as menstrual health and domestic violence.</p> <p>Facilities on campus, including a dedicated Women's Common Room and an active Grievance Cell, cater specifically to women, ensuring a supportive environment. The Internal Complaints Committee (ICC) enhances these efforts by maintaining compliance with legal standards and fostering a safe and inclusive campus atmosphere. Collectively, these measures support the college's commitment to gender equity, contributing significantly to the holistic development of all students.</p>
7.1.4 QIM	<p><b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b></p> <p>College celebrates different commemorative days: Independence Day, Republic Day, International Mother Language Day, International Women's Day, World Environment Day, etc. Students are sensitised to constitutional rights and responsibility by celebrating Constitution Day and National Voters' Day, and they have the Electoral Literacy Club, among others. Students are directed to abide by the code of conduct.</p>
7.2	Best Practices
7.2.1 QIM	<p><b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b></p> <p><b>Best Practice 1: Uttaran - Elevating Community Engagement and Development</b></p> <p>SCM's "Uttaran" initiative enhances community engagement by involving students in experiential learning projects that address critical issues such as human trafficking and environmental degradation. Activities include adopting a local school and organising literacy and menstrual hygiene awareness programmes, fostering community development.</p> <p><b>Best Practice 2: Tejaswini - Empowering Women Through Awareness and Equity</b></p>

	The "Tejaswini" initiative at SCM empowers female students and faculty by raising gender awareness and promoting equity. This includes seminars and workshops on domestic violence and career empowerment, celebrating International Women's Day, and building an empowering campus environment.
7.3	<b>Institutional Distinctiveness</b>
7.3.1 QIM	<p><b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b></p> <p>Sadhan Chandra Mahavidyalaya has distinguished itself in promoting environmental sustainability, a priority deeply embedded within its institutional values. The college's commitment to this cause is exemplified through its "Sabujdhara" initiative, which translates to "Green Stream" in English. This comprehensive program underscores the college's dedication to creating a sustainable, climate-friendly campus environment. Through Sabujdhara, SCM has implemented several practices to nurture biodiversity, conserve energy, and foster ecological consciousness among its community. They have developed a herbal, medicinal and vegetable garden and a water pond for nurturing fish species. They also promote the use of 'Single Use Plastic (SUP)' on campus. The college has implemented water resource management practices including Rain Water Harvesting system.</p> <p>The initiative includes extensive green landscaping that enriches the campus with diverse flora and promotes local fauna through carefully curated ecosystems. This enhances the campus's aesthetic value and serves as a practical educational resource for students studying environmental sciences and related disciplines. Furthermore, SCM has integrated renewable energy sources (Solar Panels and LED Lights) into its infrastructure, significantly reducing its carbon footprint.</p> <p>In recognition of its efforts, SCM has received accolades and support from environmental organisations, affirming the effectiveness and impact of its initiatives. This distinctive focus on environmental sustainability demonstrates SCM's commitment to education and to instilling a sense of global responsibility in its students, preparing them to be conscientious global citizens?.</p>

#### Qualitative analysis of Criterion 7

The college is dedicated to promoting gender equity and inclusivity. This initiative is led by its Women's Cell, Tejaswini, which empowers women and addresses sexual harassment. The initiative also aims to raise gender awareness in the local community, supported by the Internal Complaints Committee (ICC), which ensures a discrimination-free campus environment.

The college's "Uttaran" (Elevation) programme exemplifies its dedication to social responsibility, aiming to enhance local community welfare. Environmental sustainability is also central to SCM's values, with the college adopting green practices such as using alternative energy and maintaining a biodiverse garden. Regular green and energy audits evaluate and improve the institution's environmental footprint. SCM strongly emphasises accessibility, guaranteeing a barrier-free campus that supports all students and staff.

Overall, SCM's initiatives in gender equity, community engagement and environmental sustainability reflect its commitment to upholding institutional values and best practices.

### Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

#### Overall Analysis

##### Strength:

- The college caters to the aspirations of thousands of students from remote and backward areas. Since 2007, it has been shaping their future with a focus on holistic education.
- Committed Faculty to serving first-generation learners from SC, ST, and minority communities in the backward area is exemplary.
- The college actively engages with the local community and conducts various outreach programs to address their needs. This community-centric approach has helped the college establish a strong bond with the people it serves.
- The college is located in a peaceful, serene environment ideal for focused learning. It is well-connected by public transport, ensuring an easy commute for students.
- Strong outreach through NSS and other extensive and local community engagement initiatives.

##### Weaknesses:

- Lack of adequate teaching faculty hinders the effective implementation of NEP 2020.
- Inadequate classrooms and educational technology support are hindrances to effective teaching. Campus-wide Wi-Fi accessibility is limited.
- More female students drop out of SCM.
- Low number of research publications and limited research activities
- Inadequate placement and lower progression rates to higher education.

##### Opportunities:

- The college can start environmental education, biodiversity conservation, ecosystem management, sustainable development, and interdisciplinary programs at UG and PG Levels for the region.
- The college can apply for various projects from DST and ICSSR under Vikshit Bharat@2047.
- Organise job-oriented and relevant vocational courses.
- Scope for leveraging alumni network for mentorship and funding
- Scope for establishing computer/language laboratory for enhancing digital and language skills.
- Research Centre for fostering research and increasing participation in national and international academic competitions and conferences.
- Scope for becoming Autonomous institution.

##### Challenges:

- Inadequate or paucity of funds/grants is a major stumbling block for implementing developmental and extension activities.
- Ensuring sustainability in infrastructure development
- Promoting a research culture among faculty and students
- Strengthen functional industry-academia collaborations for internships, placements, and hands-on experiences.
- Enhancing employability in a tribal-dominated region with socio-economic constraints
- Delays in implementing decisions lead to deferred progress.

#### **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)

- Introduce new undergraduate disciplines and launch postgraduate programmes in various disciplines such as commerce and science.
- Upgrade infrastructure (adding new classrooms/hostels), including ICT facilities and laboratories, to accommodate growing student strength.
- Upgrade Library Resources by increasing the number of reference books, journal subscriptions, e-resources, and reading spaces.
- Expedite the recruitment process to fill vacant permanent faculty positions and improve the teacher-student ratio.
- Expand professional, value-added, and skill-based vocational courses to boost employability.
- Strengthen functional industry-academia collaborations for internships, placements, and hands-on experiences.
- Encourage maximum faculty participation to strengthen and enhance the research activities.
- NCC wings should be started in the college.
- Faculty should be encouraged to acquire new research projects from agencies such as the ICSSR, ICHR, UGC, and the Government.
- The functioning of the IQAC needs to be strengthened.

**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. BACHH RAJ DUGAR	Chairperson	
2	DR. CHALLA SREE RAMA CHANDRA MURTY	Member Co-ordinator	
3	DR. ADIT GUPTA	Member	
4	Dr. Jagannath Patil	NAAC Co - ordinator	

**Place**

**Date**