



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SRI GANESH COLLEGE OF ARTS AND SCIENCE
C-9559**

**SALEM
Tamil Nadu
636014**

**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:	SRI GANESH COLLEGE OF ARTS AND SCIENCE SALEM Tamil Nadu 636014	
2.Year of Establishment	2004	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	13	
Programmes/Course offered:	23	
Permanent Faculty Members:	64	
Permanent Support Staff:	23	
Students:	1218	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. An institution which caters to rural population 2. An institution which offer free transportation facility to all students 3. An institution which is ideally located on the highway on the outskirts of the city	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 27-02-2025 To : 28-02-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PROF. HEMANTHA KUMAR G	FormerVice Chancellor,University of Mysore
Member Co-ordinator:	DR. NISAR AHMED MULLA	Professor,MAULANA AZAD NATIONAL URDU UNIVERSITY
Member:	DR. BABU P K	FormerPrincipal,MES MAMPAD COLLEGE
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)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)

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**

This college demonstrates a commitment to evolve a structured curriculum through planning and delivery. An academic calendar, aligned with the university schedule, is prepared at the academic year's start, providing clarity on working days, holidays, admission timelines, and examination dates. This approach contributes to effective management of academic and extracurricular activities for both students and faculty.

Curriculum is designed collaboratively involving experienced faculty members. Their contributions help in ensuring the curriculum integrates core and elective subjects, interdisciplinary options, and practical components like projects, internships, and training— in line with NEP guidelines. This results in a curriculum that aspires to be responsive to current academic and industry standards.

The emphasis on continuous internal assessment is evident through the integration of diverse evaluation methods, including tests, assignments, viva-voce, projects, presentations, class participation, and attendance assessments. An examination cell, comprised of a coordinator and two members, oversees these evaluations, ensuring their smooth execution.

Additionally, the institution prioritizes student support through dedicated class teachers to identify and assist slow learners via remedial classes and supplementary study materials. Regular progress reports and parent-teacher meetings further enhance this support structure.

The presence of detailed syllabi, course outlines ensure transparency, accountability, and serves as a reference for all stakeholders, thereby maintaining standards in teaching and learning. Still, concerted efforts are called for to ensure engaging delivery of the content.

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***

Sri Ganesh College of Arts and Science works towards an integrative approach to education by embedding crosscutting issues into its curriculum. The college emphasizes **professional ethics** by offering courses such as "Business Ethics and Corporate Sustainability" and "Income Tax Law and Practice," which utilize case studies and projects to help students navigate real-world ethical dilemmas. This approach instils a sense of integrity and responsibility essential for all professional fields.

The curriculum also promotes **gender sensitivity** through dedicated subjects like "Human Rights," "Value Education Yoga," and "Entrepreneurial Development." These courses, combined with extracurricular activities and initiatives, challenge traditional stereotypes and help develop an inclusive environment that values equality and women's empowerment.

A focus on **environmental consciousness and sustainability** is evident, with all undergraduates studying "Environmental Studies" and specialized courses like "Soil and Agricultural Microbiology" for B.Sc. Microbiology students. Environmental awareness is further reinforced through camps, seminars, workshops, industry visits, and research initiatives that promote sustainable practices.

Lastly, the inclusion of **human values** through courses like "Value Education (Manavalakkalai Yoga)" and "Fundamentals of Human Rights" nurtures empathy, social responsibility, and respect for diversity. By integrating these themes across its academic framework, the institution prepares students to be compassionate, socially aware professionals equipped to contribute positively to society. To evidence all these in practice, the staff needs to model behaviour and practices through modelling the said values.

Qualitative analysis of Criterion 1

The College works to realise effective curriculum planning through a structured academic calendar aligned with the university's schedule. This includes key academic activities, allowing students and faculty to manage their commitments efficiently. Faculty members actively contribute to curriculum development. The curriculum incorporates core and elective subjects, interdisciplinary options, projects, and internships, aligning with NEP guidelines. Continuous internal assessments, including tests, assignments, viva-voce, and presentations, provide students with feedback and support academic growth. The college also prioritizes student support by identifying slow learners and offering remedial classes and additional study materials. The mechanism for identifying the slow and fast learners require clarity though. Regular parent-teacher meetings help monitor progress. Documentation of syllabi, course outlines, and assessment rubrics bring in reasonable transparency and quality in teaching and learning. These structured measures contribute to maintaining high academic standards and fostering student success.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)

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 and teachers use ICT-enabled tools including online resources for effective teaching and learning process**

This college practices, in a restricted manner, student-centric teaching as a part of its educational approach, creating an engaging learning environment. It integrates experiential learning through internships, practical laboratory sessions, field trips, eco-tours, and industrial visits, allowing students to understand theoretical knowledge in real-world settings. This hands-on exposure is enriched by class discussions and expert seminars, fostering a better understanding of academic concepts.

SGCAS promotes participative learning through diverse assessment methods such as assignments, presentations, group tasks, role-plays, debates, and interactive activities like quiz competitions and exhibitions. These methods not only enhance critical thinking and teamwork but also strengthen communication and problem-solving skills. Occasional use of community surveys and case studies allows students to explore social issues.

The integration of ICT tools plays a role in modernizing the learning experience. Interactive teaching systems, e-learning resources, platforms like Google Classroom, and Wi-Fi connectivity can facilitate digital engagement with course content. Faculty support this by using e-content, e-

videos, and video lectures, ensuring a broad and accessible range of educational materials. The College has to take further efforts to strengthen the digital ecosystem and in the updation and use of ICT tools.

Overall, the institution's practice of experiential, participative, and technologically enriched education helps equip students with practical skills and a collaborative mindset. With healthier IT-infrastructure, this can be employed to prepare them effectively for professional challenges in an ever-evolving global landscape.

2.5 Evaluation Process and Reforms

2.5.1 QIM **Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

The institution has implemented a transparent assessment framework that combines both internal and external evaluation mechanisms. Prior to each academic session, the Principal collaborates with faculty to finalize an academic calendar that details the schedule for continuous internal assessments, model exams, assignments, and seminars. This calendar, along with the syllabus and exam dates, is communicated well in advance to ensure clarity.

The assessment structure allocates 25 marks for internal assessments and 75 marks for external university exams, with internal marks derived from assignments, attendance, internal tests, and model examinations. The Examination Cell, led by a coordinator and supported by two faculty members, manages all aspects of the assessment process—from scheduling and exam invigilation to handling logistical details during university examinations. The Principal oversees these processes as Chief Superintendent to ensure compliance with university guidelines.

Feedback is provided, with evaluated answer scripts returned promptly, and additional verification is carried out by Head of the Departments and the Principal to ensure fairness. The institution also has a robust grievance redressal system, addressing both internal discrepancies and external issues such as name errors or exam paper concerns in coordination with the university. For students dissatisfied with their university results, support is provided to approach University for revaluation, re-totalling, or obtaining copies of answer scripts, while supplementary exams offer final-year students an opportunity to clear pending papers.

2.6 Student Performance and Learning Outcomes

2.6.1 QIM ***Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website***

This college has established a system for defining, displaying, and assessing Programme Outcomes (POs) and Course Outcomes (COs) across all academic offerings. These outcomes are clearly articulated and made readily accessible on the institution's website and campus notice boards, ensuring transparency for students, faculty, prospective applicants, and other stakeholders. Developed collaboratively by Department Heads and faculty, efforts are taken to align the outcomes with academic standards, industry requirements, alumni insights, and the institution's vision and mission.

The integration of these outcomes into the curriculum is evident through diverse teaching methodologies, assignments, projects, and practical sessions aimed at achieving specific COs. Faculty development initiatives further support the effective implementation of outcome-based education (OBE). Additionally, a systematic review process is in place, involving departmental analysis of CO attainment, comprehensive result analysis reports, and periodic discussions within college committees. The IQAC must oversee improvement initiatives based on reviews, ensuring

	<p>the continuous refinement of POs and COs to meet evolving educational standards.</p> <p>This approach to OBE has enhanced the clarity of educational objectives, improved alignment between teaching and assessment, and fostered a culture of accountability and continuous academic improvement, thereby contributing to the production of well-prepared graduates and upholding high academic standards.</p>
<p>2.6.2 QIM</p>	<p><i>Attainment of POs and COs are evaluated.</i></p> <p>Explain with evidence in a maximum of 500 words</p> <p>This college employs an evaluation system to measure the attainment of Programme Outcomes (POs) and Course Outcomes (COs). The assessment strategy integrates university-conducted end-semester examinations with internally developed methods, ensuring an evaluation of both theoretical knowledge and practical skills. With a continuous assessment approach, the college conducts regular internal tests, a model examination, and the final end-semester exam, allocating 25% weightage to internal assessments and 75% to external examinations.</p> <p>A key strength of this system is the four-level attainment categorization that offers insights into individual student performance—from scores above 30% (Level 1) to scores above 80% (Level 4). This framework facilitates the effective mapping of COs to POs, ensuring that course-level achievements align with the broader program goals. This process is collaboratively managed by the Academic Committee, Principal, and Heads of Departments, while course instructors employ tailored assessments to measure CO attainment.</p> <p>Beyond academic performance, the evaluation system encompasses real-world readiness by considering factors such as university rankings, placement success, progression to higher studies, and research engagement. Top performers are recognized through proficiency prizes and certificates, and personalized remedial support is provided for students facing challenges. A feedback mechanism, with inputs analyzed each semester, enables prompt rectification of any shortcomings, ultimately enhancing the overall learning experience. The College has to empower the faculty through meticulous training strategies further to realise the OBE objectives put forth by the affiliating university or OBE will prove to be a crude amalgam of the old grading system and the new OBE mode.</p>

<p>Qualitative analysis of Criterion 2</p>	
<p>This college adopts a student-centric teaching approach, making learning dynamic and engaging. It emphasizes experiential learning through internships, laboratory sessions, field trips, eco-tours, and industrial visits, ensuring students gain practical exposure alongside theoretical knowledge. Additionally, seminars, conferences, and webinars provide students with insights from experts, enhancing their understanding of academic concepts and industry trends. Participative learning methods such as group discussions, brainstorming sessions, and quiz competitions foster collaboration and critical thinking. Role-plays, debates, and club activities further develop students' communication and problem-solving skills, making learning interactive and impactful. It maintains a transparent and structured internal and external assessment system. Internal assessments include assignments, tests, and attendance, with a well-communicated schedule. Examination Cell coordinates the assessment activities. Clearly defined Programme Outcomes (POs) and Course Outcomes (COs) are displayed though to realise the same there must be more awareness building and focussed training.</p>	

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	<p>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</p> <p>This college has to establish a dynamic ecosystem that not only fosters innovation but also integrates the Indian Knowledge System (IKS) and emphasizes the creation and transfer of knowledge. Central to this ecosystem is to be a comprehensive Research Promotion Policy that underpins the institution's commitment to advancing research and creative endeavors. Such a policy will actively encourage both faculty and students to engage in cutting-edge research, translating innovative ideas into tangible outcomes.</p> <p>The college's Institution's Innovation Council (IIC), has to promote interdisciplinary collaboration to address real-world challenges. This is to be complemented through efforts by the Entrepreneurship Development Cell (EDC), nurturing entrepreneurial spirit by offering resources, mentorship, and networking opportunities to convert innovative concepts into viable business ventures.</p> <p>In the direction of improving awareness of Intellectual Property Rights (IPR), SGCAS needs put in significant efforts as there is not much evidence on ground to support research and innovation related activities. Through regular workshops, seminars, and guest lectures, the college is to educate its academic community on patent filing, copyright protection, and the commercial facets of innovation. Additionally, the establishment of the an IPR cell further can support research initiatives.</p> <p>Research out put in terms of publications is quite low and meaningful encouragement will help improve the status quo.</p>
3.4	Extension Activities
3.4.1 QIM	<p>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.</p> <p>Over the past five years, this college has impacted its neighborhood community through diverse extension activities. Organized by groups such as NSS, YRC, RRC, and the Sri Ganesh Rover Team, these initiatives have helped foster both community well-being and holistic student development.</p> <p>The college actively promotes social responsibility and civic consciousness through hands-on community service. Activities like tree plantation drives, blood donation camps, and village cleaning initiatives have not only enhanced environmental sustainability but also instilled a deep understanding of civic duty among students.</p> <p>The institution has also addressed pressing social and health-related issues through awareness programs. Helmet Awareness Rallies and few Road Safety Campaigns conducted during the assessment period, have raised public consciousness about safety norms, particularly among young riders. Additionally, health education initiatives—including Drug Awareness programs, Anti-Drug Addiction campaigns, and Global Health Awareness initiatives—have sensitized students to</p>

	<p>the importance of maintaining a healthy lifestyle.</p> <p>Further, the college has contributed to national cleanliness drives, participating actively in the Clean India campaign with initiatives such as “Clean City, Clean State, Easy Clean India,” emphasizing hygiene and cleanliness. Electoral Awareness Programmes have also played a pivotal role in educating students and community members on the importance of voting, fostering informed and responsible citizenship.</p>
3.4.2 QIM	<p>Awards and recognitions received for extension activities from government / government recognised bodies</p> <p>This college has showed its dedication to community service and extension activities, earning recognition from some government and government-recognized bodies. In 2019, the college was commended by the District Collector for its active participation in World AIDS Day awareness programs, underlining its commitment to promoting public health. Further, in 2020, the Salem Corporation recognized the institution's proactive initiatives against liquor abuse and counterfeit liquor, reflecting its willingness to collaborate with local authorities on pressing social issues.</p> <p>The college's HIV/AIDS prevention, care, and support programs, conducted in partnership with the District Collector's office, received accolades for two years, demonstrating a sustained focus on critical health concerns and effective intervention strategies. Moreover, the ISO 9001:2015 certification awarded in 2021 and again in 2024 by Quality Control Certification attests to the institution's adherence to high operational standards, including its extension activities.</p> <p>Additionally, the Nature Science Foundation's, a local organisation's, "Best College Amenities Award" in 2024 highlights the college's commitment to providing an excellent learning environment that fosters overall student development. These awards and recognitions, though limited, reflect the College's role as a socially responsible institution and enhances its reputation as a leader in community service and extension activities within higher education.</p>

Qualitative analysis of Criterion 3

This college needs to build an ecosystem that supports innovation and the Indian Knowledge System (IKS) through its Research Promotion Policy, Institution’s Innovation Council (IIC), and Entrepreneurship Development Cell (EDC). Providing resources, mentorship, and workshops on Intellectual Property Rights (IPR), it can help develop creative solutions and entrepreneurial ventures. The IRP cell should be functional to promote research initiatives, promoting academic inquiry and innovation.

The college actively engages in extension activities that address social issues and contribute to students’ holistic development. Through NSS, YRC, and other teams, SGCAS promotes environmental sustainability with tree plantations, safety awareness through Helmet Rallies, and public health initiatives such as Anti-Drug campaigns. Recognized for its contributions, the college has received awards from the District Collector and Salem Corporation. It also holds ISO 9001:2015 certification and the “Best College Amenities Award,” reflecting its commitment to academic excellence and community service. Research and Innovation needs improvement drastically.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>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.)</p> <p>This college infrastructure is good with facilities that enhance both teaching and learning experiences. The institution features 65 well-equipped classrooms, including 25 smart classrooms integrated with Google Classroom, enabling interactive learning environment. This technological integration facilitates course management and sustained student engagement, both in-person and remotely.</p> <p>Complementing the classrooms are nine laboratories that support diverse academic fields such as Computer Science, Electronics and Communication, Microbiology, Biotechnology, Chemistry, Physics, and Geology. With a total of 255 computers and high-speed internet connectivity at 200 Mbps, these labs are optimized for rigorous academic research and practical applications.</p> <p>Beyond academics, the college places emphasis on holistic development through extracurricular facilities. The campus nurtures cultural, sports, and wellness activities, offering spaces for cultural events and performances through clubs like the Fine Arts, Cultural, and Sports Clubs. A broad range of sports amenities—including both indoor and outdoor options—promote physical fitness and teamwork. Additionally, a modern yoga center and a gymnasium support personal wellness.</p> <p>This college has a Seminar Hall, which serves as the central auditorium, hosting academic conferences, guest lectures, and significant events, contributing to the institution’s intellectual and cultural life. Overall, the college makes efforts to provide a good educational experience that equips students for success in every aspect of life.</p> <p>To support the differently abled, it has to provide ramps, lifts or escalators wherever necessary. this will make the campus disabled-friendly.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><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></p> <p>The library, within its 2,500 square feet area, houses over 6,100 books spanning various disciplines, alongside subscriptions few national and international periodicals and journals, and 12 magazines that keep users abreast of current trends and research developments. Additionally, a valuable collection of CD/DVDs and e-sources via DelNet further enhances its repository.</p> <p>The library is partially automated incorporating certain digital facilities, including computers for accessing e-resources and additional systems for book issuance and OPAC services. This digital integration supports resource retrieval and good library operations, with a gate register ensuring smooth usage and security.</p>

	<p>Both faculty and students benefit from this evolving ecosystem, which not only supports traditional academic needs but it must embrace modern technological practices to enhance learning and research capabilities. The ongoing automation efforts are poised to further improve cataloguing, borrowing, and overall user accessibility, reflecting the institution's commitment to creating a dynamic, user-friendly environment. Overall, the library's resources requires improvement, with a full reference sectional, better digital access to users, availability of research resources to contribute towards healthy college community.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p>
	<p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
	<p>During the assessment period, the college has made some progress in its IT facilities to support both students and faculty. The college now has a total of 255 computers equipped with Intel i3 and Dual Core processors, ensuring a smooth learning experience. The internet bandwidth has been doubled from 100 Mbps to 200 Mbps, allowing for fast and uninterrupted research, online learning, and digital activities. To keep pace with the fast-changing digital landscape, the college has to further emphasise the updation of its IT ecosystem.</p> <p>The college has also updated its classrooms. Twenty-five regular classrooms have been upgraded to smart classrooms with LCD projectors. This change makes teaching more engaging and interactive, using multimedia tools to improve lessons.</p> <p>In addition to the computers and smart classrooms, the college has invested in other essential devices such as printers, speakers, cordless microphones, biometric instruments, face recognition devices, barcode scanners, and photocopiers. These tools help streamline administrative work and improve the overall educational experience.</p> <p>Regular assessments of technology needs should ensure that the college stays updated with modern trends. The institution has to offer more digital literacy programs and workshops to train students on various software and tools. This proactive approach can help students gain the necessary skills to succeed in a technology-driven world. Overall, the college's commitment to enhancing IT facilities is to be strengthened.</p>

Qualitative analysis of Criterion 4

This college has good infrastructure and well-equipped facilities that can enhance the learning experience. It has sufficient classrooms, including smart classrooms integrated with Google Classroom and modern teaching aids, fostering interactive and technology-driven learning. With nine specialized laboratories in disciplines like Computer Science, Biotechnology, and Chemistry, students benefit from hands-on training supported by 255 computers and a high-speed 200Mbps internet connection.

Beyond academics, the college promotes extracurricular engagement through its Fine Arts, Cultural, and Sports Clubs. A dedicated Seminar Hall hosts conferences and guest lectures, enriching students' intellectual and cultural exposure. The 2,500-square-foot library houses over 6,000 books, national and international journals, and DelNet e-sources, with ongoing automation for easy access. SGCAS continually upgrades its IT infrastructure with high-performance computers, smart classrooms, biometric systems, and digital resources,

ensuring students and faculty are equipped for a technology-driven academic environment.upgradation of IT facilities and establishment of disabled-firendly features is vital.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	<p>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</p> <p>The Alumni Association of this college was established only in 2024 and it has to play an important role in the college’s growth and development. This registered body is made up of graduates from various fields, including academia, arts, sciences, and professional sectors. They come together to build a strong bond with their alma mater. The main goals of the association include keeping updated records of alumni, creating a sense of belonging, and helping with career development and placements. Alumni also contribute by taking part in teaching, offering internships, and supporting socially responsible activities.</p> <p>To stay connected, graduating students are encouraged to register during their final year by filling out a form and paying a small fee. Alumni join WhatsApp groups to share job openings, events, and college updates. Annual gatherings help alumni reconnect with each other and with current students and faculty. They also serve as mentors, sharing their work experience and advice, which helps bridge the gap between education and employment.</p> <p>The Alumni Association has to work closely with the college's Internal Quality Assurance Cell (IQAC) to offer feedback and suggestions for improvement. Alumni reportedly support various initiatives, including infrastructure upgrades and academic programs, through both financial and non-financial contributions. Distinguished alumni often attend annual day celebrations as chief guests, sharing their expertise and inspiring current students. A more fuctional alumni can strengthen the lifelong relationship between the alumni and the college and the college has to take efforts for the same.</p>

Qualitative analysis of Criterion 5	
<p>This college provides placement support and career guidance through its dedicated Career Services Cell. The college conducts resume writing workshops, interview preparation sessions, and job placement assistance to enhance students’ employability. Additionally, it supports students aspiring for higher studies by offering guidance on applications and scholarships, ensuring a smooth transition to postgraduate education. The Alumni Association, established in 2024, needs to play a vital role in fostering networking and career development. It connects graduates across various fields and provides mentorship, internship opportunities, and valuable feedback for curriculum enhancement. Alumni also contribute to the institution’s growth through financial and non-financial support, further enriching the educational environment. These mentorship initiatives strengthen the bond between past and present students, creating a thriving academic community. The association’s involvement reinforces a culture of lifelong learning and professional growth, benefiting both the institution and its students. Need for stronger placement support is evident.</p>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><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></p> <p>This college is guided by a leadership that aligns governance with its mission of fostering educational excellence. The colleges' strategic goals are clearly defined through its Institutional Perspective Plan, which is structured in three phases over a 15-year period. In the first phase, the focus is on achieving Autonomous College status and obtaining NAAC accreditation. This phase emphasizes enhancing the governance structure and ensuring that academic practices meet high standards. The second phase aims at attaining national eminence by launching interdisciplinary programs, expanding academic offerings, and boosting research output through quality research papers and intellectual property. The final phase targets a transition to a Deemed University, with plans to construct new facilities, upgrade existing infrastructure, and foster innovation through entrepreneurship and increased research activities.</p> <p>Key aspects of the deployment include the introduction of new academic programs, significant investments in infrastructure, and the recruitment of additional qualified staff. The college also emphasizes research and innovation, seeking to increase patent filings and support startup incubations.</p> <p>A decentralized governance model is in place, with active participation from faculty, students, and external experts through committees and cells. This approach ensures that decision-making is transparent and inclusive, aligning with the institution's broader mission of continuous education and high academic standards. Overall, the strategic plan presents a comprehensive roadmap for growth and excellence, promising a dynamic future for the college.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><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></p> <p>This college was founded in the year 2004, by the Sri Ganesh Educational Charitable Trust, shows strong governance and leadership that align with its vision of excellence in education. The college aims to be a top center of learning where innovative thinking and lifelong learning are encouraged. This vision is seen in its policies, administrative setup, and day-to-day operations.</p> <p>The college's mission is to promote creative thinking and continuous education through various programs and workshops. It focuses on the overall growth of students—intellectually, emotionally, and personally—to shape them into future leaders. Under the strong leadership a governance structure has been established. This structure includes experienced academicians and administrators who work to maintain discipline, transparency, and quality education. The college promotes shared decision-making by involving faculty and students in the governance process.</p> <p>The Institutional Perspective Plan outlines the college's goals for the next 15 years which is very ambitious. The plan is divided into three phases: becoming an Autonomous College, achieving national eminence, and eventually transitioning into a Deemed University. Additionally, comprehensive policies and administrative practices, including regular feedback and technology</p>

	use, support the smooth running of the institution. There is a need to motivate the whole of the institution to take ownership of the Perspective Plan.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <p>This college attempts to create a supportive and progressive work environment for both teaching and non-teaching staff. The Human Resource Policy is a key part of our operations. It is designed to promote transparency, fairness, and continuous development. This policy helps manage human resources effectively while supporting the mission to provide quality education and create a culture of excellence.</p> <p>The performance appraisal system of the college needs more precision and structure as regular evaluations provide constructive feedback to staff, setting clear goals and expectations. Such a process can help make employees accountable and motivated to excel. When needed, targeted support and development plans are provided to help staff improve their skills.</p> <p>Professional development is encouraged. The college offers opportunities for further education and research, and supports participation in workshops and conferences. This effort at professional growth not only improves staff skills but also enhances the overall educational experience.</p> <p>Though welfare measures are in place for staff, the college has to enhance the quantum of support. Staff has to receive competitive salaries, health insurance, and access to wellness programs. These benefits will help maintain a good work-life balance and support both physical and mental health.</p> <p>The work environment in this college is collaborative and respectful. The college promotes intellectual curiosity and mutual respect, and ensure a safe and healthy campus. Further focus on a supportive and inclusive workplace can enrich the work culture and contribute to the overall success of the institution.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>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)</p> <p>This college is committed to building a strong framework for resource mobilization and efficient fund use. While student fees, especially tuition, remain the main source of income, the college is actively exploring alternative funding channels. These include grants from government bodies, support from philanthropic organizations, and partnerships with industry and local businesses. Such steps aim to boost financial stability and enable investment in better educational resources, faculty development, and student services.</p> <p>This college maintains strict financial practices through regular audits. It is observed that Internal audits are conducted by certified Chartered Accountants who check that all financial transactions follow institutional policies and legal requirements. These audits review student fees, scholarships, bank interests, salary payments, and other expenses, ensuring accurate financial reporting and adherence to the Income Tax Act.</p> <p>In addition to internal audits, annual external audits by government-approved Chartered Accountants provide an independent review of the college's financial health. These audits verify fee receipts, staff payments, and other transactions, ensuring that all financial practices meet</p>

	<p>industry standards. Before the start of each fiscal year, the Principal submits a detailed budget, which is closely compared with actual revenue and expenses during external audits.</p> <p>Overall, the college's focus on diverse funding sources and rigorous financial audits reflect commitment to financial transparency and effective resource mobilization for future growth.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</p> <p>This college attempts to provide quality education through innovative strategies and adaptive methods, with the Internal Quality Assurance Cell (IQAC) playing a role in maintaining high academic and administrative standards. The IQAC is in the process of implementing quality assurance processes aligned with NAAC norms, ensuring continuous improvement in teaching, learning, and overall institutional management.</p> <p>Key functions of the IQAC include preparing and analyzing annual quality assurance and self-study reports, which support accreditation efforts with bodies such as NAAC and NIRF. The cell also implements a performance-based appraisal system for both teaching and non-teaching staff and collects feedback from students, faculty, and other stakeholders to guide improvements. This process helps ensure adherence to set standards and policies while addressing issues.</p> <p>Over the past five years, the IQAC has initiated aimed at academic planning, faculty development, and technological integration. These initiatives include the development of quality manuals, the organization of professional workshops, and the automation of administrative processes, all of which contribute to an efficient, modern learning environment.</p> <p>The IQAC has to promote research and innovation by encouraging interdisciplinary projects, collaborations with renowned universities, and hosting national and international seminars. Though it has also various policies and committees, such as the Anti-Ragging and Anti-Sexual Harassment Policies, Research Promotion Policy, and several student engagement cells, many of these need to be implemented in earnest. Such efforts by IQAC not only help improve quality assurance but also create a supportive, research-oriented, and inclusive campus culture.</p>

Qualitative analysis of Criterion 6
<p>This college is guided by a leadership committed to fostering innovation and lifelong learning. The institution follows an Institutional Perspective Plan, aiming to achieve NAAC accreditation and autonomy by 2025. Over the next decade, the college plans to enhance its national reputation by expanding interdisciplinary programs and research initiatives, with a long-term vision of becoming a Deemed University by 2040. This strategy includes launching new academic programs, upgrading infrastructure, and promoting entrepreneurship.</p> <p>The college follows a decentralized governance model, involving stakeholders in decision-making to align with its mission. Faculty and staff benefit from structured performance appraisals, career progression opportunities, and welfare measures such as health insurance. Financial transparency is ensured through internal and external audits. The Internal Quality Assurance Cell (IQAC) has to effectively drive quality assurance efforts through faculty development, technology integration, and research promotion, reinforcing colleges' commitment to academic excellence.</p>

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>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p><i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>Over the past five years, Sri Ganesh College has made notable progress in promoting gender equity and sensitization. The institution has to run a comprehensive Gender Audit. It has implemented various initiatives to create an inclusive environment. Key activities include workshops, seminars, and training programs that address a range of gender issues.</p> <p>Specific programs, such as Judicial Support to Consumer and Women’s Rights and Cyber Security Training for Women, have been effective in educating participants about legal rights and online safety. Additionally, Women Entrepreneurship Programs, have empowered women by providing the necessary skills and knowledge to start their own businesses. Campaigns like "Save Girl Child and "Women and Leadership" have further encouraged dialogue on gender equality and female empowerment.</p> <p>This college has integrated gender sensitization into both academic and co-curricular activities, incorporating gender studies into the curriculum and hosting discussions on stereotypes and inclusivity. Support structures, such as the Women’s Development Cell and the Grievance Redressal Committee, offer platforms for female students to voice their concerns and receive help. Additionally, campus facilities, including separate hostel accommodations, self-defence programs, and counselling services, ensure a safe and supportive environment for women.</p> <p>This college plans to expand outreach and collaborate with external organizations to further enhance its gender equity initiatives, with regular gender audits to continually assess and improve its programs.</p>
7.1.4 QIM	<p>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)</p> <p>The college has demonstrated a commitment to cultivate an inclusive environment that embraces cultural, regional, linguistic, and socioeconomic diversity. Over the past five years, several initiatives have been implemented to sensitize students and employees to their constitutional rights, duties, and responsibilities. These actions reflect a clear dedication to building a diverse and equitable academic community.</p> <p>Efforts to promote gender equity have been evident through activities such as Women Entrepreneurship workshops and Cyber Security Training for Women. Events addressing Violence against Women and Women in Leadership have provided valuable platforms for discussing gender-related challenges and the importance of female representation. Programs during World Breastfeeding Week and Women’s Reproductive Health Rights have further emphasized the significance of health and well-being for women.</p>

Gender sensitization is integrated into both curricular and co-curricular activities, with courses on social issues ensuring early engagement with topics of gender equality. Participation in clubs and committees, including NSS and YRC, has enhanced social awareness and community service.

The implementation of Anti-Ragging and Anti-Sexual Harassment Policies has contributed to a safe and respectful campus environment. Cultural events such as Pongal, Deepavali, International Women's Day, and National Girl Child Day are celebrated with enthusiasm, fostering community, respect, and a sense of belonging among a diverse student body.

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**

The initiatives at this college represent commendable efforts to bridge educational gaps and promote inclusivity. The Comprehensive Scholarship Initiative has effectively addressed financial and talent barriers. It provides merit-based, sports excellence, and need-based scholarships that have benefitted over 4,000 students. This program has not only raised academic standards by attracting top-performing students but also supported promising athletes, as evidenced by national and state-level achievements in sports. The initiative has contributed to a diverse campus where students from varied socioeconomic backgrounds learn together, breaking down social barriers.

The Free Bus Service initiative is another noteworthy practice. Introduced to overcome transportation challenges for students, especially those from rural areas, the program now operates 25 buses across Salem and nearby districts. With over 95% student utilization, it has significantly increased accessibility to higher education. This service has been instrumental in promoting gender equality, as it reduces safety concerns for female students and has led to a noticeable increase in their enrolment. By ensuring safe and reliable transportation, the program supports rural students and contributes to overall higher enrolment and retention rates.

Both practices reflect a strategic approach to educational access and equity. The Comprehensive Scholarship Initiative and Free Bus Service not only help reduce financial and logistical constraints but also nurture academic and athletic talent, thereby transforming the educational landscape of the region. These initiatives help build inclusive, supportive, and high-achieving academic environments. Since best practices reflect the uniqueness of the institution, the college may revisit these strategies.

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**

The sustainability initiatives of this college reflect a commitment to environmental responsibility and alignment with the United Nations Sustainable Development Goals (SDG). The Green Campus initiative has attempted to enhance campus biodiversity with varieties of trees and herbs, by protecting terrestrial ecosystems and trying to improve air quality.

Renewable energy measures, including solar panels and solar lights, contribute to SDG 7 by reducing reliance on conventional energy and lowering the carbon footprint. The presence of solar energy must be strengthened. Energy efficiency improvements, such as motion sensors for lights and fans, can help reduce consumption and support SDG 12 by promoting responsible production and consumption. Efforts to minimize waste, including a strict prohibition on plastic use and the encouragement of electronic communications, too can further contribute to SDG 12 by fostering a circular economy.

Water conservation practices, including rainwater harvesting needs to improve to align with SDG 6 by ensuring clean water and effective water management. Additionally, the installation of a small wastewater treatment plant that reuses treated water for gardening reinforces SDG 6 and exemplifies responsible resource management.

Overall, these modest green initiatives, if seriously improved upon, can result in significant financial savings and a reduced environmental impact. If improved, such practices can create a sustainable learning environment but also serve as a model for other institutions, illustrating how educational establishments can drive positive environmental change in their communities and contribute to global sustainability efforts. To claim to achieve SDGs in fullness, there's a long way to go.

Qualitative analysis of Criterion 7

This college is dedicated to inclusivity and accessibility in education, ensuring that financial and logistical barriers do not hinder student success. The Scholarship Initiative, launched in 2016, supports students from diverse economic backgrounds through merit-based academic scholarships, sports excellence scholarships, and need-based financial aid. Covering 25% to 100% of tuition fees, this initiative has benefited over 4,000 students, with more than 50% of new enrollments receiving financial assistance annually.

To further support students, this college has introduced a Free Bus Service in 2004, addressing transportation challenges, especially for rural and female students. With 25 buses covering various routes, over 95% of students benefit from this service, enhancing accessibility and safety. Additionally, the Green Campus Initiative supports modestly the Sustainable Development Goals, promoting biodiversity, renewable energy, and water conservation. These initiatives reflect the colleges' commitment to educational equity, sustainability, and social responsibility.

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

Overall Analysis

Strength:

- Offers education with low tuition fees so that quality education is accessed by common people
- Has got good number of young faculty who may be utilised for innovative teaching techniques
- Ideally located on the highway
- Good physical infrastructure

Weaknesses:

- Limited campus size which can restrict future growth
- Lack of experienced / qualified faculty
- Absence of quality research and publications
- Declining enrollment
- Inadequate number of titles and reference books in the library

Opportunities:

- Potential to establish professional courses
- Opportunity to reframe offering multidisciplinary and interdisciplinary courses
- More collaborations with institutions and research labs can be planned

Challenges:

- Students coming from rural areas with economically poor background needs additional support system
- College is facing competitions with other institutions growing nearby
- Financial stability of the college need to be strengthened with existing Govt policies
- As the college is in self finance status, getting the projects from Govt. institutions is challenging

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)

- Appoint sufficient number of qualified teachers
- Introduce skill-oriented programmes
- Enhance placement and training to improve career prospects of students
- Enhance the existing ICT facilities to offer better career prospects
- Motivate teachers to take up research work
- Upgrade existing laboratory facilities in all programmes
- Offer financial support to the faculty to take up research projects useful to the society
- Strengthen the existing sports facility
- Stream line and strengthen the IQAC activities with a clear vision
- Organise more national and international level seminars/conferences to provide exposure to the students and faculty

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. PROF. HEMANTHA KUMAR G	Chairperson	
2	DR. NISAR AHMED MULLA	Member Co-ordinator	
3	DR. BABU P K	Member	
4	Dr. Jagannath Patil	NAAC Co - ordinator	

Place

Date