



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**NEWMAN COLLEGE**

**NEWMAN COLLEGE, THODUPUZHA EAST- 685 585, IDUKKI (DISTRICT)  
685585**

**[www.newmancollege.ac.in](http://www.newmancollege.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Newman College, established in the year 1964 under the Corporate Education Agency, Diocese of Kothamangalam as a Minority grant in-aid College, is the **first higher education institution of Idukki District**. The College, affiliated to Mahatma Gandhi University, has a long history of imparting quality education to the rural and tribal community of Idukki district. The College now offers **15** undergraduate, **7** postgraduate and **3** doctoral degree programmes in addition to various recognised add-on, diploma and certificate courses.

The college is reaccredited by the NAAC with **‘A’ grade in two consecutive terms, 2007 and 2016** and is selected as ‘Mentor institute under **UGC Paramarsh scheme**. The College participated in National ranking like NIRF, NIRF Innovation (formerly, ATAL Ranking) and received **78th position in NIRF 2019**. The **NCC Unit of the College got recognised as Best NCC Unit Kerala Lakshadweep region** and the NSS unit received recognition from Indian Medical Association and various Local Self Government bodies. The College got **recognitions from National Health Mission and Covid First Line Treatment Centre, Thodupuzha** for the services rendered during pandemic and Govt. of Kerala recognised the **College as the first Green campus in the district of Idukki**.

The college has been selected for **DBT Star College Scheme; MHRD RUSA Scheme; UGC STRIDE scheme; SERB Core Research Grant; SERB Start up Research Grant and Kerala Start up Mission grant during the assessment period** and is bestowed with other institutional funding like **DST FIST and KSCSTE SARD**. The college has extension facilities like Indira Gandhi National Open University (IGNOU) study centre offering more learning options. The College also provides various skill enhancement programmes in collaboration with **National Skill Development Corporation (NSDC)** and online courses through **SWAYAM** local chapter and **coursera** subscription. Giving prime importance to foster innovative ecosystem, the College established **Entrepreneurship Development Club, Institution’s Innovation Council and Innovation and Entrepreneurship Development Centres**. The college strives hard to address the needs of local community of Idukki district and Nation through its decentralised policy making, extension activities and programmes which is guided by a well organized administrative set up with the full support of all stakeholders.

Watch College video: <https://youtu.be/MEXp2PNBPFQ>

### Vision

**Transforming youth through holistic education for attaining global competency, moral integrity and social welfare**

### Mission

- **Inculcate skill based education to attain academic excellence and competency**
- **Promote values, ethics and integrity in character to become morally upright social beings**
- **Encourage inclusiveness and spiritual vitality to serve the community and Nation**

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- First Higher Education Institution in the district of Idukki with six decades of proven track record in uplifting the underprivileged.
- The institution serves to render **affordable and quality education to socially and economically backward and tribal communities** in the district of Idukki.
- Collaborative and Committed Management; supportive Alumni, Parent Teacher Association and Retired Teacher's Forum to ensure **decentralization and participative management**.
- Effective utilization of **UGC STRIDE, DBT STAR College, MHRD RUSA and SERB** grants for strengthening teaching-learning infrastructure and research capabilities.
- Academic credibility due to its consistent **A grades** in NAAC assessment in cycle 2 and 3; regular NIRF participation and positioning in the ranking bands including **78th position in 2019** and regular University ranks for various graduate programmes.
- The institute offers diverse programmes on Arts, Humanities, Science and commerce in addition to various **skill development courses**.
- Effective strategies for timely delivery of curriculum in a student centric manner.
- Successful implementation of **Outcome-Based Education (OBE)** and various experiential learning strategies.
- The institute owns **3 Research Departments** and has **18** research guides.
- The institute has more than 40 MoUs including **one international MoU**.
- **Faculty** publications in journals of high impact factor and student publications in SCOPUS indexed journals and books
- State-of-the-art science research laboratories, language lab, computer labs, media lab, ICT enabled classrooms, playground and auditorium.
- **Promotion of innovation – IIC, IEDC activities and ideation in YIP, and YUKTHI**
- Socio-economic development of the society through extension and outreach activities of NCC, NSS and departments.
- Fully automated well-stocked library with dedicated space for browsing, research activities and Divyangjan
- Financial support and scholarships to majority of students.
- Part time job opportunities within the campus.
- Implementation of e-governance and ERP.
- Recognized as **Best Green Campus** appreciating the green initiatives of the College.
- Environmental sustainable practices-The institution nurtures eco-consciousness and follows green protocol on the campus.

### Institutional Weakness

- **Less Student Diversity:** The geographical location fails to attract more **students from other states**.
- **Less Academic Autonomy:** Being an affiliated college, there is limited academic autonomy
- **Need for more** physical infrastructure to accommodate more **space for incubation** and other innovation activities.
- Few students can **afford skill augmentation courses** offered by NSDC or Govt. approved agencies **without full financial support** thus limiting the possibility of such courses to all students even with

partial support from HEI.

### Institutional Opportunity

- Potential to emerge as a focal point of **authentic research and extension centre on the matters addressing the Western Ghats areas.**
- Faculty members with Ph. D. and Post-Doctoral experience in interdisciplinary research areas can help in the implementation of **interdisciplinary courses and research.**
- Many teaching departments have the potential to get upgraded to research centres.
- Due to its geographical location at the threshold of high ranges of Idukki District, there is a high potential to emerge as an **innovation and incubation hub.**
- The rural ecosystem and the student diversity from rural and tribal areas promotes **Social Entrepreneurship**
- 12 acres of space for future development activities
- Many collaborative research and academic activities can be extended to more prominent **international collaborations** for research and exchange programmes
- Being an approved centre for International examinations like OET (Occupational English Test), HEI offers **part time jobs for students on weekends within the campus.**

### Institutional Challenge

- Being an affiliated college, there is limited academic flexibility.
- The duties of invigilation, practical and viva examinations and evaluation in short notice from University to faculty members hinders the structured academic plan and course plan.
- High number of first-generation learners
- Lack of industries and research institutes in nearby areas limit industry exposure/training and internships
- Majority of students, who commute from various part of Idukki district, are often affected by various natural calamities like flood and landslides due to the eco-sensitive geographical location. This necessitates some unexpected changes in the curricular and co-curricular activities.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Newman College, affiliated to Mahatma Gandhi University, Kottayam, follows the curriculum and syllabus designed by the University for 15 Under Graduate programmes, 7 Post Graduate programmes and 3 Doctoral Degree programmes. The college has its own institutional level mechanism for the effective planning and delivery of the curriculum in adherence to the University regulations.

- IQAC ensures efficient curriculum planning and delivery process through a **well-documented procedure** which includes the University academic calendar, the **Annual Academic Calendar of the College, Department academic plans**, Examination Calendar, college handbook, **course plan**, Outcome Based Education, exit survey, result analysis, parents teachers meetings, online students feedback system and other stakeholders feedback on curriculum, academic performance and ambience.

- All programmes have clearly defined **Programme outcomes, Programme Specific Outcomes and Course Outcomes** designed by the institute which is displayed and circulated to students.
- **Student centric teaching learning ecosystem** is ensured by proper delivery of course plan and outcomes to students through induction programmes, experiential learning strategies, ICT tools, LMS and various orientation programmes.
- Well-equipped science, computer and language labs along with automated college library services complement curriculum delivery.
- During the assessment period, the college introduced a **new UG programme -B.Sc. Psychology.**
- The college offered **78 certificate courses** focusing on employability and skill development and **35 value-added courses** to inculcate value orientation, gender sensitivity and social responsibility among the students during the assessment period. **Nearly 6000 students** have enrolled and completed such courses during the assessment period.
- To improve academic flexibility, Newman College is registered as **SWAYAM-NPTEL local chapter** and facilitator of courses via **Coursera**. The students at UG level can choose an open course from other disciplines and elective courses are available in all programmes.
- The HEI offered **three UGC supported Add on Courses** during the assessment period and offers skill enhancement programmes of NSDC through **Centre for Continuing Education (CCE), Govt. of Kerala.**
- Curricular enrichment is ensured by addressing crosscutting issues relevant to Professional Ethics, Gender, Human Values and Environment and sustainability. All UG students have a mandatory course on 'Environment and Human rights' related to their field of study. In addition, various seminars, training sessions, workshops, public awareness campaigns, on the job training and days of observance are organised to integrate the crosscutting issues in the curriculum.
- **Practical training, internships, fieldwork or project work** undertaken by all students during their graduation period ensure experiential learning
- The institution has a proper feedback system which collects and analyses the data and takes necessary actions on feedbacks. The feedback analysis and reports are made public on the institutional website.

## Teaching-learning and Evaluation

Newman College is dedicated to the holistic transformation of youth through a comprehensive educational approach, aiming to mould individuals of integrity. To realize this vision, the institute consistently forefronts its teaching, learning, and evaluation processes, aligning them with the HEI's vision.

- The university's admission process is effectively managed via the Centralised Allotment Process (CAP), adhering to the reservation policies established by the Government of Kerala and the affiliated university
- Average **enrolment percentage** stands at **89.24%**.
- The HEI follows reservation policy of the State and **84.23%** of seats are filled against reservation category
- The institution cultivates a student-centric learning environment, integrating diverse methodologies such as experiential learning, participative engagement, and problem-solving. Post-admission assessments help to provide tailored support, including remedial classes and peer teaching, directing students onto the optimal curriculum trajectory.
- The institute consistently endeavours to appoint highly proficient teachers against sanctioned post and **100% of sanctioned seats are filled**, maintaining a **student-teacher ratio of 1:19.**
- **77.34%** of the teaching staff possesses qualifications like PDF/PhD/NET/SET credentials.

- The assessment processes strictly follow university rules, ensuring fair evaluation and upholding high academic standards with a commitment to integrity. The internal examinations are centrally conducted, ensuring standardised assessment procedures, while assignments and seminars take place within the respective classes, facilitating a more personalised learning experience.
- The student-centric approach ensures time bound and effective resolution of grievances through multiple accessible channels which works through a three-tier system.
- The integration of the Outcome Based Education (OBE) paradigm in the academic year 2021-2022 ensures a curriculum centered on measurable outcomes. OBE aids both teachers and students in staying focused on expected directions and purposes.
- The attainment of learning outcomes (POs and COs) are evaluated and analysed using direct and indirect methods. Direct methods involve in-semester assessments, while indirect methods incorporate course exit surveys.
- The institute's vigilant oversight and meticulously structured approach contribute to an equitable teaching, learning, and evaluation process. This commitment is underscored by the pass percentage of **83.37%**

## Research, Innovations and Extension

The college has well-defined Policy documents to define Research, extension and collaboration.

### Research and Innovation

- HEI Offers **doctoral programmes in English, Physics and Chemistry** with **39 Research scholars** registered under **18 research guides**.
- **5 PhDs** awarded from the research centres during the assessment period.
- **14 faculty members** of the College serve as **Research guides** in disciplines English, Malayalam, Economics, History, Physics, Chemistry and Biotechnology.
- **8 faculty members** from **Newman College** and **10 faculty members** from **other institutions** serve as **Research guides** in the three Research Departments of the College.
- **6 faculty members** of the College are recognized as **research guides in other research institutions**
- Received a total of **Rs 259.76 Lakhs** as **research grants** from funding agencies like SERB, DBT, DST, UGC, KSCSTE and DoECC
- Recognised as **Centre for Astronomy Research and Development (ICARD)**
- **Nodal Centre for ISRO START** programme.
- **90 publications** in UGC CARE listed journals.
- **119 books/book chapters** by the faculty members.
- **26 edited books** with faculty members as Editors.
- Publication in high impact journals like Chemical reviews (**Impact Factor: 72.08**)
- HEI Publishes **3 journals**
- **63 workshops/ seminars** on research methodology, Intellectual Property Rights and entrepreneurship were organized
- MoE's Institution Innovation Council (**IIC**) established with **3.5 star rating** for its activities during 2022-2023.
- The Innovation and Entrepreneurship Development Centre (**IEDC**) recognized by Kerala Start-up Mission was established and received a **start up grant of Rs. 2.00 lakhs**.
- **72 students** participated in Hackathons and **one team became winner**.
- **3 student ideas** were submitted in YUKTI National Innovation Repository, **73 ideas** were submitted in

Kerala Development and Innovation Strategic Council's Young Innovators Program (**YIP**) where one team of 5 members was shortlisted.

- **Ministry of Education (MoE)** recognized **7 innovation ambassadors** from faculty members.

### Extension, Outreach and Collaboration

- 84 extension and outreach activities
- NCC unit recognized as Best NCC unit of Kerala and Lakshwadeep region
- Best Social Initiative award to NCC for 'Share a bread' initiative
- **18 awards/recognitions** to the HEI for extension and outreach
- **42 functional MoUs or linkages**

### Infrastructure and Learning Resources

- Newman College regularly augments its infrastructural facilities and properly maintain the existing facilities for efficient utilisation and mobilisation of resources.
- The institution spent **38.47%** of the total expenditure for infrastructure augmentation and **42.25%** for physical and academic maintenance
- The campus spread over 26 acres of land and has a total building area of 16555 square metres.

### Classrooms and ICT facilities

- **59 well ventilated classrooms which are ICT enabled** with **39 LCD projectors** and **20 smart TVs**.
- **3 Common Smart Class rooms with interactive panels**, **4 ICT enabled miniconference halls**, **2 ICT enabled executive conference halls** and **one ICT enabled auditorium**.
- **188 computers/ laptops** of which **158** are available for student usage with the student-computer ratio of **13:1**.
- Computing facilities includes **3 computer labs** and **one language lab**
- One well furnished **video recording facility in the Media lab** and **Theatre**
- The Linways Academic Management System (AMS) and Google suite are used as LMS
- **95 CCTV cameras** installed across the campus.
- The internet bandwidth is **200 Mbps** and 50 Mbps with **35** wifi routers

### Library facilities

- Fully automated Integrated Library Management System
- Digital library facility for **remote access** and **e- resources**
- **Open Educational Resources** like **DELNET, NLIST, DOAJ, DOAB,NDLI, NPTEL**
- **25383 e- journals**, **316592 e- books**, **53 Print journal** subscriptions, **51797 print books** and **1843 reference books**
- Divyangjan friendly library facility

### Sports and cultural facilities

- **Auditorium and halls**
- **Open stage**
- **Art Corners** like library portico, A block portico, C- block portico, **Kalam Park**

- **Yoga centre**
- **Indoor gymnasium**
- **Open gymnasium**
- **Indoor Stadium** for Table tennis; Volley ball; Basket ball; Arm wrestling; Taekwondo; Powerlifting; Weight lifting; Wrestling mat; Ludo; Kudo; Shuttle & ball badminton; Carrom boards; Chess boards.
- **Outdoor synthetic court** for Tennis; Volley ball; Shuttle badminton and basket ball
- **Ground** for Cricket; Foot ball; Cycle polo and other athletic events

#### **Divyangjan-friendly facilities:**

- Divyangjan friendly washrooms
- Ramps
- Divyangjan -friendly website and screen reading software
- Divyangjan –friendly table and chair for exam writing and library usage.

#### **Student Support and Progression**

Newman College is dedicated to extend support to the academic and co- curricular activities of student to attain its vision of holistic education to transform the youth.

- **83.78%** of students got benefitted by various scholarships offered by Government, non government agencies and institutions. Out of the 10498 students during the last five academic years (2018 to 2023), 8780 students got benefitted by scholarships/ freeships.
- **78** capacity development and skill enhancement activities were organized by the institution during the last five years
- **79** programmes were conducted for career counselling and guidance for competitive examinations with 70.83% students benefited from such programmes.
- **57.55%** of outgoing students got placement and/or progressed to higher education.
- The Placement cell of the institution regularly organises Recruitment drives by Wipro, TCS, Federal Bank, South Indian Bank and many other reputed companies.
- **246** students got qualified in State/ national/ international level examinations like NET/GATE/JAM/IELTS etc.
- Time-bound and transparent Grievance Redressal system is adopted by the institution. Students can submit grievances through online and offline modes.
- All the statutory cells- Anti-ragging Committee, Grievance Redressal Cell and Internal Complaints Committee/ Anti sexual harassment Committee are constituted as per the regulations and are functional in the campus.
- In addition, Minority Cell, OBC Cell, SC/ST Cell is also functional in the campus.
- The institution gives importance to the co-curricular activities of students. Students participated in 186 sports and cultural programmes were conducted by the institution and other institutions
- **171** students received awards/ medals for outstanding performance in sports/ cultural activities.
- Newman College was placed in 7th position in the Mahatma Gandhi University Best Sports Performing Colleges 2021-2022 and 5th position in the Mahatma Gandhi University Arts Fest 2019-2020.
- Newman College has a registered alumni named Newmanites with registration number IDK/TC/19/2019. Every year mega alumni meet is conducted on 26 January.
- The alumni contributed a sum of Rs.12,65,380/- as financial support for infrastructure and resource development and maintenance, outreach activities and student support/endowments.



- Alumni support co-curricular activities of the institution by serving as resource persons for entrepreneurship training, lectures, career counselling and talks

## Governance, Leadership and Management

- The Vision and Mission of the College **to transform youth through holistic education** is attained through clear governance; participative management and stakeholder support.
- The HEI places a strong emphasis on participative management, decentralizing decision-making at all levels, adopting a structured organizational structure.
- Regular stakeholder meetings are held, including department meetings, College council meetings, IQAC meetings and other sessions dedicated to decision-making and implementing action plans.
- The institution is guided by a Perspective plan structured around five pillars: Global Competency in Curricular and Co-curricular Realms, Excellence in Research and Innovation Academic System, Faculty Excellence, Student Outcome, and Infrastructure, Infrastructure for Holistic Education, Creating morally and professionally competent citizens and the attainment of Autonomy all working synergistically to achieve the college's vision.
- To enhance governance, the HEI implemented **e-governance** in planning and administration, admissions, examinations, student activities, and finance, promoting transparency, participation, and accountability.
- The Newman College Staff Co-operative Society, a registered body, focuses on the welfare activities such as medical, educational, and financial needs of the staff. Additionally, a well-defined Welfare, Financial Support and HR Policies govern the recruitment, selection, and career progression of both teaching and non-teaching staff.
- **489** faculty members attended online or face-to-face Faculty Development Programs (FDPs).
- **33.32 %** faculty members were provided financial support for attending conferences, workshops, and obtaining memberships in professional bodies.
- Organized **60 IQAC quality initiatives**, including administrative and professional development programs for teaching and non-teaching staff, training programmes and welfare programmes during the assessment period.
- A performance review system of the staff forms a part of the institutional culture. Feedback from various stakeholders ensures quality appraisal, enhancement and professional competency. IQAC in consultation with the Management reviews academic performance and provides suggestions for improvement.
- The Institution has a proficient mechanism for mobilisation and management of financial resources. Financial auditing of the college accounts, both internal and external, by chartered accountants guarantees transparency and accountability.
- Quality initiatives led by the IQAC include establishment of e-governance, Establishment of IIC, IEDC and other innovation platforms, introduction of OBE, academic International Linkages and participation in quality audits.

## Institutional Values and Best Practices

- Newman College is dedicated to promote 'Sustainable Environment, Sustainable Development, and Sustainable Education' through holistic education.
- The vision of the College in **transforming youth to globally competent and morally upright citizens with social values** is clearly reflected in the institutional practices and initiatives.

- The institution actively promotes gender sensitivity and equity through annual action plans aimed at achieving UN SDG 5 (Gender Equity)
- Every year gender audit is conducted to ensure gender equity. The audit is analyzed and appropriate measures are taken.
- Manaswani, the Women's forum addresses the needs of female students and organizes awareness programmes.
- The HEI promotes gender neutrality and shows inclusive nature to all genders.
- Newman College utilizes solar energy electricity wheeled to the KSEB grid, biogas plants, Low power consuming equipment and sensor-based energy conservation equipments.
- The college has implemented rainwater harvesting facilities, along with open well recharging and well-structured water conservation strategies.
- A comprehensive waste management system is in place with MoU with municipality and other NGO recognized agency for waste disposal.
- The institution actively participates in green campus initiatives, incorporating a botanical garden, landscaping, a plastic-free campus, a zero-waste plan, and hygienic waste management practices.
- Committed to inclusivity, Newman College strives to be a Divyangjan-friendly campus, providing resources for a disabled-friendly, barrier-free environment. This commitment extends to organizing programmes for inclusive environments, national/international days, and awareness campaigns emphasizing constitutional obligations.
- Regular quality audits, such as Green Audits, Energy Audits, Environment Audits, and gender audits, underscore the institution's dedication to sustainability.
- HEI received awards from Government bodies in recognition of the outstanding green initiatives.
- To ensure adherence to sustainable practices, the college provides well-prepared handbooks and codes of conduct for stakeholders, complemented by Annual Awareness programmes.
- Two Best Practices adopted by the institution are **Newman Community based participatory research (NCPR) and Newman Service Learning (NSL)**
- The institutional Distinctiveness is **Newman Educational Hub for Sustainable Development Training (NEST)**
- Unwavering focus on Sustainable Development Goals of the College is reflected in the dissemination of sustainable environmental initiatives within the campus and to the society.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	NEWMAN COLLEGE
Address	Newman College, Thodupuzha East- 685 585, Idukki (District)
City	Thodupuzha
State	Kerala
Pin	685585
Website	<a href="http://www.newmancollege.ac.in">www.newmancollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bijimol Thomas	04862-229797	9446222716	-	principal@newmancollege.ac.in
IQAC / CIQA coordinator	Anju T R	04862-222686	9446002071	-	iqac@newmancollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes <a href="#">RC- Newman College.pdf</a>
If Yes, Specify minority status	
Religious	Yes
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	Mahatma Gandhi University	<a href="#">View Document</a>		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	15-12-1964	<a href="#">View Document</a>		
12B of UGC	15-12-1964	<a href="#">View Document</a>		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Ministry of Education Govt of India Institutions Innovation Council
Date of recognition	17-11-2022

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Newman College, Thodupuzha East- 685 585, Idukki (District)	Semi-urban	26	16555

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,History, History Model I	36	Plus Two	English,Malayalam	65	55
UG	BA,Economics,Economics Model I	36	Plus Two	English,Malayalam	70	64
UG	BA,English, English Language and Literature Model I	36	Plus Two	English,Malayalam	70	61
UG	BA,Malayalam,Malayalam Language and Literature Model I	36	Plus Two	English,Malayalam	30	27
UG	BSc,Psychology,Psychology Model I	36	Plus Two	English,Malayalam	30	29
UG	BSc,Mathematics And Statistics,Mathematics Model	36	Plus Two	English,Malayalam	63	21

	I					
UG	BSc,Physics, Physics Model I	36	Plus Two	English,Mala yalam	40	17
UG	BSc,Chemist ry,Chemistry Model I	36	Plus Two	English,Mala yalam	50	22
UG	BSc,Botany And Biotech nology,Botan y Model II Plant Biotechnolog y	36	Plus Two	English,Mala yalam	30	21
UG	BSc,Zoology ,Zoology Model I	36	Plus Two	English,Mala yalam	50	29
UG	BCom,Com merce,Financ e and Taxation Model I	36	Plus Two	English,Mala yalam	63	63
UG	BA,Commun icative Englis h,English Literature and Commun ication studies Model III Double main	36	Plus Two	English,Mala yalam	30	19
UG	BCom,Com merce Self Fi nance,Financ e and Taxation Model I	36	Plus Two	English,Mala yalam	50	33
UG	BCom,Com merce Self Finance,Co operation Model I	36	Plus Two	English,Mala yalam	50	34

UG	BCom,Commerce Self Finance,Computer Applications Model III	36	Plus Two	English,Malayalam	50	38
PG	MA,Economics,Economics	24	Undergraduate degree	English,Malayalam	19	18
PG	MA,English,English	24	Undergraduate degree	English,Malayalam	19	18
PG	MSc,Mathematics And Statistics,Mathematics	24	Undergraduate degree	English,Malayalam	19	6
PG	MSc,Physics,Physics	24	Undergraduate degree	English,Malayalam	15	14
PG	MSc,Chemistry,Chemistry	24	Undergraduate degree	English,Malayalam	15	14
PG	MCom,Commerce,Finance and Taxation	24	Undergraduate degree	English,Malayalam	19	17
PG	MCom,Commerce Self Finance,Finance and Taxation	24	Undergraduate degree	English,Malayalam	25	7
Doctoral (Ph.D)	PhD or DPhil ,English,English	60	Postgraduate degree	English	7	5
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	60	Postgraduate degree	English	11	3
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	60	Postgraduate degree	English	6	1

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				67			
Recruited	0	0	0	0	2	3	0	5	19	48	0	67
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				23			
Recruited	0	0	0	0	0	0	0	0	2	21	0	23
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	13	7	0	20
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	6	3	0	9
Yet to Recruit				0



Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	4	3	0	7
Ph.D.	0	0	0	1	3	0	6	14	0	24
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	1	0	0	10	26	0	37
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	4	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	18	0	19
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	2	1	0	3

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	208	0	1	0	209
	Female	323	1	0	0	324
	Others	0	0	0	0	0
PG	Male	29	0	0	0	29
	Female	65	0	0	0	65
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	24	19	19	18
	Female	49	53	53	58
	Others	0	0	0	0
ST	Male	7	10	13	12
	Female	21	20	14	17
	Others	0	0	0	0
OBC	Male	5	10	5	4
	Female	4	4	12	10
	Others	0	0	0	0
General	Male	119	114	97	87
	Female	240	262	273	299
	Others	0	0	0	0
Others	Male	120	139	138	120
	Female	121	146	180	195
	Others	0	0	0	0
Total		710	777	804	820

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Newman College has made considerable efforts in incorporating multidisciplinary education in tune with NEP 2020 guidelines. The College is affiliated to Mahatma Gandhi University, Kottayam and adheres to the curriculum designed by the University for various programmes. However, the College takes proactive measures to meet the requirements of the changing times and has been keen in offering new opportunities to the students for holistic education. As part of the College preparedness to NEP, various measures are taken such as (1) Offering Certificate Courses and value added courses that provide skill based training and the opportunity to engage with cross-cutting disciplinary subjects (2) Local Chapter</p>
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	<p>for NPTEL/SWAYAM Courses and subscription to Coursera to encourage asynchronous and diverse learning experiences (3) MoUs with academic institutions including one International MoU to promote the academic ambience and flexibility in learning (4) Promotion of Transdisciplinary research: The College got selected under UGC Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE) scheme which is implemented in the institution with the active participation of arts, humanities, science, commerce and mathematics disciplines. (5) STEM approach: The College has given STEM approach as the key theme of DBT Star College scheme implementation. The integration of interdisciplinary approach is highly encouraged in student and research projects and the outcome is reflected in various interdisciplinary publications (6) Inter disciplinary Conferences, talks and workshops are encouraged (5) Yoga, meditation and value education are given to promote holistic education. In addition, the University curriculum offers interdisciplinary approaches as (1) Open Courses for Undergraduates: courses of all disciplines including physical education are open to students where they can choose any offered course of their interest from other disciplines (2) Multidisciplinary/ interdisciplinary Projects for Undergraduates and Post graduates: The final semester students of both UG and PG undertake collaborative projects with Multidisciplinary/ interdisciplinary aspects.</p>
2. Academic bank of credits (ABC):	<p>The College has made efforts in integrating ABC system. The college communicated with UGC National Academic Depository (NAD) to know the feasibility of registering in ABC and was informed that affiliated non-autonomous colleges that have not issued any academic awards to their students directly need not require registering themselves on NAD/ABC as of now. The College invested our efforts in sensitizing students on credit transfer and choice based credit system, which is followed for all programmes. In addition, additional credits can be scored through involvement in NCC, NSS, sports and fine arts, which are encouraged and promoted by the institution. The institution successfully mentored an extra 4 credit MOOC for all first year students of 2019-2020. The College has facilitated e content development by teaching faculty which can be</p>

	<p>accessed by LMS. To improve the learning experience, the students are encouraged to enroll and complete MOOC through institutional subscription of Coursera and SWAYAM.</p>
3. Skill development:	<p>Skill development is recognized as an essential quality for graduates and the college is keen in augmenting the skills of students through various initiatives. The College offers various skill based programs in addition to the University curriculum with the establishment of Centre for Continuing Education Kerala (NSDC) for Professional Diploma in Shipping and Logistics and Advanced Diploma in Logistics and supply chain management. The College is a recognised centre for ASAP skill acquisition Programme, supported by the Government of Kerala, that offers skill training to the selected students based on requirement and also offers Fitness Trainer certificate course in association with the Department of Physical education. The College also offers other skill based programmes like Diploma in Computer Application supported by Govt. of Kerala and Tally and Entrepreneurship courses by various Departments. In addition, the College offers around 15 value added courses including UGC Add on Course on Plant Tissue Culture and training activities through Institution's Innovation Council, Entrepreneurship Development Club, The Innovation and Entrepreneurship Development Centre, Business Incubation Centre, Dramatic and Film club, Media Club, Oratory and Debate Club. The clubs functioning in the college and the different units like NSS, NCC, CSM and the fine arts and sports activities are capable of imparting skills. Training programmes to inculcate skills like soft skill training, bank coaching, civil service exam coaching, computing skills, video making, accounting, Python and R Programming, Internet of Things, Accounting and Tax Practice, value added product development are provided by various Departments and Clubs. Internships, fieldworks, industrial visits, project works and hands-on learning methods are some of the learning methods adopted in the campus to provide experiential learning for the students. Days of national/ international importance are observed to impart the value system followed in the society. Value education classes and counselling sessions are offered in the college to enhance the mental quality</p>

	of the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The College identifies the role of higher education institutions in moulding citizens with deep understanding and appreciation of Indian values and Knowledge system. In tune with NEP guidelines, the college has many initiatives to instil the values and culture of our country from the campus activities. Language Clubs are established to teach Indian languages such as Hindi, Malayalam etc. through interactive games, discussions, and storytelling. Cultural festivals are done to celebrate the diverse cultures and traditions of India, dance performances, traditional music, food, art, and other cultural activities. Language Exchange Programs are done to encourage students to participate in language exchange programs where they can learn and practice speaking Indian languages with native speakers. Art and Craft Workshops are conducted to teach traditional Indian art forms like Pookalam, Rangoli, etc. Conduct workshops and classes on Indian folk music and dance forms like Satriya, Theyyam, etc. These traditional art forms are a unique way of expressing culture. Language Games like crossword puzzles, word jumbles, and word association games are introduced to encourage students to learn Indian languages in a fun and engaging way. Cultural Excursions are organized to historical and cultural sites that are rich in Indian heritage so that students can experience the culture and traditions of India first-hand. Film Screenings of Indian films that are culturally relevant are done. Debate and Discussion Sessions are conducted on Indian topics such as culture, traditions, politics, history, and language. Storytelling Sessions are organized where traditional Indian stories and folk tales are told in Indian languages. The college encourages the commemoration of all the national days of importance and Indian festivals with the students in the frontline. The NCC and NSS units of the college are functioning actively to ensure that all the students are given awareness and opportunity to practice their national and social commitment. The excellent performance of these activities is recognised as 'Best NCC unit Kerala and Lakshadweep' and MG University best NSS units. To increase the curricular adaptiveness in teaching learning process, the faculty has the flexibility to use English and the vernacular</p>

	language Malayalam as the mode of instruction for better comprehension of concepts.
5. Focus on Outcome based education (OBE):	<p>The College took proactive measures in implementing Outcome Based Education to ensure student centric education with priority on skill and knowledge enhancement. The outcomes of all programmes and courses are clearly defined and displayed to students and other stakeholders in the college website and department notice boards. The IQAC of the College takes adequate measures to introduce OBE and outcome mapping to the faculty members through intensive FDP programmes and awareness sessions. The students are introduced to learning outcomes and goals of OBE during the one week long induction programme in the first year of graduation. Further, learning outcomes were defined in the programme plan which enables learners to identify the graduate attributes and exit outcomes of the chosen programme. The college also made efforts to map the outcome of students with Management Information System- Linways (ERP), where direct and in direct attainment mapping are done. The outcome based questions as per the Blooms Taxonomy are generated for each course by the faculty members for continuous internal evaluations and are properly evaluated and mapped to CIE component of direct attainment. Based on the attainment analysis, corrective measures are adopted to reach the desirable outcomes.</p>
6. Distance education/online education:	<p>Online/ distance education provides more possibilities in the education framework giving space to asynchronous learning modes; blended/ flipped classes etc. The college has taken adequate measures to ensure the quality of teaching learning process by incorporating the immense possibilities of online education options. College has utilized various online platforms like Google classroom and meet via educational G suite; College Youtube channel; Moodle and college LMS- Linways for effective teaching learning process. E- resources and asynchronous classes are shared through LMS. Remedial classes and learning resources for slow learners are offered in synchronous and asynchronous mode via LMS/ G classroom. The college also offers MOOC to students via Coursera and NPTEL. The college digital library provides e-resources and digital repository including Dspace to meet the academic</p>



needs of the students. The college regularly organizes various conferences and interaction with eminent academicians and scientists in online and hybrid mode for holistic development of students and teachers. In addition, students are given training during the induction programs and at regular intervals to access and utilize various e- resources including N-LIST. The college maintains an IGNOU center that provides distance education on various graduate programmes. Thus, the college is well prepared to reap the benefits of online education

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the institution has established an Electoral Literacy Club with the purpose of raising awareness among students regarding their electoral rights and familiarising them with the procedures of voter registration and casting their votes. The primary objective of ELC is to disseminate electoral knowledge and awareness among the local community by utilising the expertise and capabilities of its members. Additionally, it aims to streamline the process of voter registration for individuals who are eligible but have not yet registered. It has also initiated a campaign to enable students and their family members to link their electoral identification with their Aadhar card. The Club also arranges programmes to raise awareness among the college community.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club is active in the campus and the following faculty and students' representatives are appointed as office bearers Faculty Coordinator – Sri. Biju peter; Joint Faculty Coordinator – Dr. Subin Jose; Student coordinator - Milan Johnson Student Secretary – S Vyshakhan
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	The College ELC has implemented several activities, such as conducting classes to raise awareness about elections, organising camps to facilitate the registration of new voters, assisting students and their family members to link their electoral identification with their Aadhar card, and celebrating National Voters Day along with a pledge taking ceremony. The teaching and non-teaching staff members in the

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>College consistently fulfil the roles of Presiding Officers and Polling Officers during Elections. The College facilities and premises are utilised for election-related operations, including the establishment of polling booths, distribution centres, and counting stations for the Union, parliamentary, and Panchayat elections organised by the Election Commission. The College NCC Unit members operate as Student Police during the election process to aid the district administration in maintaining law and order throughout the elections.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The College has actively engaged in socially significant projects and initiatives pertaining to electoral matters, showcasing a firm dedication to promoting democratic principles and fostering involvement in election procedures. An exceptional project was the awareness campaign carried out during the Union election in 2023. The College, in partnership with the Taluk Office Thodupuzha, conducted a campaign to promote the integration of students' and their family members' voter IDs with Aadhar cards. This programme not only emphasised the significance of precise voter information but also simplified the electoral registration process. In addition, the Electoral Literacy Club played a vital role in coordinating virtual sessions to motivate students to make the National Voters Day pledge, promoting a feeling of civic duty and underlining the need of actively engaging in the democratic process. These activities highlight Newman College Thodupuzha's dedication to fostering knowledgeable and involved individuals.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>More than 50% of students above 18 years are enrolled as voters. Regular campaign is conducted to enrol students above 18 years in electoral roll. A campaign on "Linking Voters ID with Aadhar was organized for the students and to enroll students above 18 years as voters in the electoral roll.</p>

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2016	2168	2220	2107	1987

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 186

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
104	102	98	104	104

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
548.98	479.90	185.78	342.23	529.75

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

##### **Response:**

Newman College, affiliated to Mahatma Gandhi University, follows the Academic Calendar and Curriculum designed by the University in a well-defined process in accord with the vision and mission of the HEI. The college effectively delivers the curriculum integrating technology to promote a strong value system and address global issues. The curriculum planning and implementation follow a structured mechanism.

**Curriculum planning** involves in-depth academic discussions to formulate College level, Department level and Teacher level plans.

##### **College Level Plans**

- Adhering to the University Calendar, the college sets an **Annual Plan** which is incorporated in the college **Academic and Examination Calendar**.
- A **Master Timetable** is prepared for proper curricular implementation.
- **Programme Outcome(PO), Programme Specific Outcome(PSO), Course Outcome(CO)** and **Programme file** are prepared and finalised.
- **Certificate and Value-added** courses are designed at the beginning of the year.

##### **Department Level**

- Department Level **Annual Plan** is prepared at the beginning of the academic year.
- College council meticulously constructs and approves the department timetable
- **Course distribution** is done at the beginning of a semester.

##### **Teacher Level**

- **Each teacher prepares a course plan** for effective curriculum planning and delivery.
- **Teacher Performance Record** ensures the proper documentation.

**Curriculum delivery** is done systematically to address the needs of all learners.

- Implemented **Outcome Based Education** by communicating PO, PSO and CO to students
- **Induction programs** are conducted at beginning of every academic year to familiarise first-year students to the curriculum.
- **Post Admission Test (PAT)** is conducted to identify slow and advanced learners and specific

learner-centred trainings are organised for the students.

- **Remedial coaching** is provided to slow learners to enhance their learning outcomes.
- **Advanced learners** are given learning experiences like **Peer teaching, Walk with Scholar (WWS)**.
- **Bridge courses** are conducted to facilitate inclusiveness of students from all disciplines.
- **Programme Plan** with learning outcomes is shared with the students
- **Lectures, tutorials, experiential learning, ICT-enabled tools, flipped and blended classrooms** effectuate curriculum delivery.
- Supplementary learning materials, including textbooks, reference books, LMS e-content, G-classroom content, and question banks, are readily accessible to students.
- **Practical sessions, projects, field visits and internships** facilitate experiential learning.
- **NET, Competitive Exam Coaching** and **Personality Grooming** are offered to students as additional skill enhancement.
- **Faculty Development Programs(FDP)** are designed to keep faculty members abreast of the latest advancements.
- The college **Library and INFLIBNET** provide a wealth of academic resources -physical and digital.
- Learning Management Systems(LMS) platforms like Linways and Google Workspace facilitate efficient course content delivery.
- **Computer labs, science labs, language labs and incubation centres** contribute to curriculum enrichment.

**Continuous Internal Assessment (CIA)** takes place throughout the academic semesters

- **Examination Calendar** is prepared at the commencement of the academic year.
- **OBE manual is published and outcome-mapped internal exams** are conducted every semester through a centralised system.
- Outcome-based seminars and assignments are given to the students.
- **CIA** is mapped to identify the attainment level and **Exit survey** is done at the end of every semester.
- The college also has an effective **Exam Grievance Redressal System**.
- **PTA meetings and feedback reports** also support the internal assessment process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 102

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**1.2.2**

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 60.98

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1589	1337	1168	1116	1192

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1**

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

**Response:**

Newman College envisions integral development of the students by inculcating in them the core values which the institution upholds. Conforming to the Vision and Mission, crosscutting issues relevant to Professional Ethics, Gender, Human Values and Environment and Sustainability are integrated in transacting curriculum.

Cross-cutting Issue addressed	Number (2018-2023)				
	Courses in Curriculum	Students	Project	Doctoral Research	Certificate/Value added Courses
<i>Professional Ethics</i>	112	148		-	4
<i>Gender</i>	48	213		4	3
<i>Human Values</i>	108	254		-	5
<i>Environment and Sustainability</i>	77	433		11	5

#### Professional Ethics

- Seminars and workshops on Intellectual Property Rights; **2 in collaboration with NIPAM and 13 by IPR cell and departments.**
- Curriculum is augmented by the conduct of **seminars/workshops on topics related to professional ethics**
- One course in the **course work of Ph.D. scholars** addresses research ethics
- Professional Ethics and Code of Conduct Committee promotes ethical practices in research, curricular and co-curricular practices.
- Curricular projects are subjected to **plagiarism checking.**

#### Gender

- **17 faculty publications** deal with gender issues including transgender issues
- **Seminars, workshops and awareness programmes on gender issues** are organised by various Departments and clubs to foster gender sensitivity.
- **Manaswani- Newman College Women's Forum** takes an active role in gender sensitization and women empowerment.
- **Anti-Sexual Harassment Cell and Students Grievance Redressal Cell**
- Equal opportunities (**Equal Opportunity Cell**) are given to all students in participating in the activities of various clubs, Department activities, college elections etc.
- The college has **Gender Equality Policy** and **Gender Audits** which are done regularly.

#### Human Values

- Weekly **value education** classes are conducted, incorporating the college faculty's value-based publication as the curriculum.
- NCC, NSS, and other clubs offer opportunities for experiential learning in human values.
- **Snehasparsam – Share a bread** programme by NCC targeting **SDG 2 Zero Hunger.**
- **Home for Homeless** programme by NCC targeting **SDG 10 Reduced Inequality**
- **Relief and rehabilitation initiatives were undertaken by the college** during the flood in 2018.
- **Covid relief** was given by the college during the pandemic.
- National/International Days are celebrated in the college to instil values of patriotism, service, discipline, scientific temper etc.



## Environment and Sustainability

- UGC **STRIDE** project undertaken by the college for 100 students attempted extensive research on sustainable development issues.
- **Green protocol** is followed in the campus to create awareness about environment management and conservation.
- All the **laboratories and research methods** strictly observe sustainable Standard Operating Procedure (SOP) and Good Laboratory Practices (GLP).
- All **17 Sustainable Development Goals** are addressed in various certificate courses.
- HEI has an effective **waste management strategy**, along with recognised green initiatives
- The college creates awareness about various ecosystems and their conservation.

The above mentioned initiatives are taken by the HEI demonstrate a strong commitment to create a holistic learning environment that prepares students to be responsible and ethical citizens. By seamlessly integrating professional ethics, gender equality, human values, and environmental sustainability into the curriculum and extracurricular activities, the college empowers students to become changemakers, positively impacting society and the environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 56.25

#### 1.3.2.1 Number of students undertaking project work/field work / internships

**Response:** 1134

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on*

*the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 89.24

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
710	777	804	820	820

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
872	906	905	861	861

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 84.23

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
351	401	434	434	441

### 2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
479	511	509	474	474

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 19.38

## 2.3 Teaching- Learning Process

### 2.3.1

**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**

**Response:****Experiential Learning:**

- **Student-faculty exchange program by Department of Botany with St. Joseph's College Irinjalakkuda.**
- **Student Enrichment Programs:** Walk with Scholar, Scholar Support Program, Additional Skill Acquisition Programme
- **On-the-Job Training/Soft skill development/Entrepreneurship programs.**
- **Internships of 10 hours** to both UG students of Commerce. **Internship** in National reputed institutes like JNCASR, RCC
- Industrial visits/Study tours/Fieldwork/Case study
- **Learning-through-artworks in Communicative English and Commerce.**
- **Sky watch/Telescope making** by the **Physics Department.**
- Preparation of Hand sanitizer initiative by the **Chemistry Department.**
- **The Flora book** and Butterfly Garden initiative by the **Botany Department**
- **Water quality and soil testing Students of Chemistry**
- **Field Survey** History, Economics, and Commerce.

**Participative Learning:**

- **Students of Communicative English** create engaging blogs and YouTube channels.
- On-the Job Training/Soft skill development/Entrepreneurship programmes: Every year, 8-10 practical skills programmes like **Pachakkudukka (Organic Market)** and Food fest.
- Recognizing the need for promotion of student entrepreneurship skills, the College established **Entrepreneurship Development Cell** in 2019; **Institution Innovation Council (IIC)** in 2020 and **Innovation and Entrepreneurship Development Centres (IEDC)** in 2022
- **Presentations/publications at national/international conferences or peer-reviewed journal publications** by students of Arts, Science, and Commerce.
- **The creation of short films, albums, annual role-plays, and events like 'Da – The Wasteland'** enhances students' artistic expression, creativity, and storytelling skills.
- IIC mentored **72 students** to participate in Hackathon to address the **community issues after 2018 Kerala flood**
- The publication of **'The Economic Review: online news'** by the students of **Department of Economics**
- Educational Fests like **Esprit** (annual intercollegiate mega fest by Commerce) and **ID (Cultural fest by English)**
- **The hosting of 14 Newman memorial lectures and 30+ Departmental events**
- **73 students** submitted innovative proposals to Kerala Development and Innovation Strategic Council Young Innovators Programme (**KDISC YIP**)
- Students' active participation in the **UGC-MHRD Sponsored STRIDE Project**
- **72 articles** by students in Edited Book **'Land Rights Conservation and People.**
- **Ideation context and idea pitching**
- Ideas of students deposited in **YUKTI-National Innovation Repository**
- **Field study and survey at Tribal Settlement** at different destinations at Western Ghats by **100 students.**
- **Manuscript/College Magazine**
- **Observing National/international days**

**Problem-Solving Strategies:**

- Clubs and departments organize Quiz, Contests, and Debates
- Mathematics Department provides Abacus training.
- The Institution's Innovation Council (IIC) and YIP
- Collaboration with IASC where two students discovered Small Asteroids (2021LW10, 2021RK20).
- Training programs for learning specific skills like driving, cooking, stitching.
- VIRYA Project by students won 1st prize in **Reebot Kerala Hackathon-2020**.

**ICT-Enabled Learning Strategies**

- **Interactive Learning Platforms:-**Use of AMS and G-suite facilitate interactive learning.
- **Digital Resource Access: Newman Digital Library** provides access to digital textbooks, websites, e-books, and research materials
- **Multimedia Presentation Tools:** Utilization of multimedia presentation tools such as PowerPoint, Prezi, and other software.
- **Plagiarism Checker:** Implementation of plagiarism checker tools like Grammarly for maintaining academic integrity.
- **Digital Literacy Training:** Providing professional development opportunities for teachers through digital literacy skills training
- **Newman Radio:** enables students to create podcasts and share insights, fostering student-driven content creation.
- **Media lab:** facilitates multimedia projects, digital storytelling, and creative content creation, enhancing hands-on learning experiences.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality****2.4.1**

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 100

**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
104	102	98	104	104

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

**Response:** 77.34

**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
85	79	77	81	74

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

The college operates an effective assessment and evaluation system that aligns seamlessly with the guidelines established by the university. This evaluation process encompasses the following components:

- Continuous Internal Evaluation
- External Evaluation

### **Methods implemented to foster transparency in Internal Evaluation**

- Effective Orientation Programs
- Streamlined Internal Examination Calendar
- Transparent Rubric Communication in Assessment Steps
- Conducting and Assessing Various Components of Internal Evaluation
- Robust Grievance Redressal Mechanism
- Seamless Access to Results via Academic Management System (AMS)
- Engaging Parents in Student Progress
- Continuous internal assessment comprises attendance, assignment/seminar and two internal examinations.

#### **1. Attendance**

Attendance is recorded at the beginning of each class.

Students can obtain their attendance records from the office or through (AMS) at any time.

Students can request duty leave by filling out the application form or using the AMS platform.

The attendance percentage is published at the end of each semester, and students can apply for condonation if necessary.

Based on the attendance marked in the AMS, internal marks for attendance are awarded.

#### **2. Assignments/Seminar**

Seminars are optional for UG programmes and compulsory for PG programmes.

At least one assignment/seminar is to be done by a student for each course, the feedback of which is communicated to the students.

#### **3. Two Internal Examinations**

The internal exam committee prepares the internal Exam Calendar

A week before the exam, students receive notification and time table of the internal examination via WhatsApp group, notice board, AMS.

Aligning and mapping the question paper to Course Outcomes (COs) is done through the use of AMS and Bloom's Taxonomy.



Submitting the question paper to the Examination Office is done in a timely manner.

Examinations are conducted in a centralized manner with rigorous and diligent invigilation.

Answer scripts are evaluated, distributed promptly, and discussions with students are conducted

Providing students with the opportunity to review and recheck their internal marks, published in both A form and B Form.

### **Methods implemented to foster transparency in External Evaluation**

- Share exam fee notification with students and facilitate electronic payment through the college website.
- Distribute exam registration forms by class, verify applications with tutors and the Head of the Department, and enter/verify data in the university portal through the examination wing.
- Share the University exam timetable and exam hall seating arrangements via WhatsApp and notice board with students
- Share the invigilation duty list with faculty, open the question paper link from the University, and print the question papers at the exam office.
- External valuation of answer scripts is done at University Centralised valuation camps.
- The final result of each semester is published by university.
- Tutors conduct timely result analysis and consolidate the data in a common pool.

### **Grievance Redressal Mechanism**

Exam Related grievances are mainly 3 types: Time related, Conduction of Exam Related, Evaluation and Assessment-Related.

To address these, a three-tier grievance redressal mechanism is followed.

Level 1: Department Level

Level 2: College Level

Level 3: University level

The grievance form is accessible on **Academic Management System (ERP)** and the college website and are promptly and timely addressed.

The students can submit grievances as letter to the concerned authority or can use online grievance mechanism.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

Outcome-Based Education (OBE) is a student-centered approach that places emphasis on what students should be able to do after completing a course or program of study. It involves setting clear learning objectives, designing instructional strategies to meet those objectives, and assessing student progress based on the outcomes achieved. OBE provides educators with a framework for evaluating student progress and measuring the effectiveness of their teaching strategies.

#### **Process of Defining Intended Learning Outcomes**

In the academic year 2021-22, the HEI underwent a significant pedagogical shift by adopting the Outcome-Based Education (OBE) paradigm, aligning all curricular processes to emphasize measurable learning outcomes and providing clear guidance for both educators and students towards specific goals and purposes.

- The Internal Quality Assurance Cell (IQAC) of the HEI in collaboration with the College Council, has taken the initiative to formulate OBE aimed at delivering a student-centered education that equips learners with the essential knowledge, skills, and competencies needed to excel in their chosen fields.
- The IQAC has organized seminars in-depth discussions on OBE and Bloom's Taxonomy. The primary objective of these initiatives is to empower all faculty members to design Programme Specific Outcomes (PSOs), Programme Outcomes (POs), and Course Outcomes (COs) aligned with their respective programmes and courses.
- The College Council has established a committee of experts and they developed POs, aligned with the institution's Vision and Mission.
- The faculty members of each Department collaborated with external subject experts to create and refine the PSOs and COs. COs were defined based on the Bloom's Taxonomy, in alignment with the curriculum of the MG University. These outcomes are then reviewed and approved by the IQAC, ensuring their alignment with the curriculum and educational objectives.

#### **Diverse Pathways for Communicating Learning Outcomes to Students**

The learning outcomes are communicated to students through various channels as follows:

- Induction Programme orientation sessions
- Website
- Academic Management System
- Program file shared with students
- Instructions of tutors in class
- PO display boards in every block of the HEI

- PSO display boards in every Department
- Outcome Based Education Manual

Students are well-informed in advance about the assessment process of OBE. Teachers take the initiative to map in-semester assessment components with POs, PSOs, and COs and the mapping of learning outcomes is facilitated through the utilization of specialized software. Each course has its respective COs defined and linked to the corresponding POs and PSOs. The internal examination questions are thoughtfully crafted, aligning them with Bloom's Taxonomy and ensuring appropriate mapping with the COs. Student marks are diligently recorded and entered into the software. Additionally, assignments, seminars, attendance and other activities are carefully designed to align with the intended learning outcomes through meticulous mapping. The evaluation of the attainments of POs, PSOs, and COs is conducted using both direct and indirect methods, including an Exit Survey. Timely communication of this information is facilitated through the AMS and other communication channels with students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The implementation of Outcome-based education practices, including Program Outcomes (POs), attainment level calculations and alignment with Program-Specific Outcomes (PSOs) and Course Outcomes (COs) guarantees that students gain the targeted knowledge and skills in their chosen program of study. By consistently evaluating course attainment and gathering feedback from students, the college can make ongoing enhancements to its educational offerings, ensuring a dynamic and responsive learning environment.

### **Calculation Method**

POs, PSOs, and COs are clearly defined for every offered course. Each course has its respective COs linked to the corresponding POs and PSOs. To assess attainment, 'PO attainment tree' is defined. The evaluation of learning outcomes is conducted using both direct and indirect methods, including an Exit Survey. The weightage for direct assessment is 80%, with indirect assessment contributing 20% to the overall evaluation.

- **Direct Assessment** encompasses both end semester examination and continuous internal evaluation. Continuous internal evaluation includes two internal examinations assignment/seminar and attendance conducted and monitored by the HEI. The end semester

examination pertains to university examinations at the end of the Semester conducted by Mahatma Gandhi University.

- **Indirect Assessment** is derived from the exit survey conducted at the end of each course, where students offer feedback on learning experiences, grasp of course material, and holistic contentment with instructional approaches.

The results End-semester assessment are equally mapped to each CO. For In-semester assessment, four components are defined in alignment with University rules. The internal examination questions are thoughtfully crafted, aligning them with Bloom's Taxonomy and ensuring appropriate mapping with the COs. Student marks are diligently recorded and entered into the software. Additionally, assignments, seminars, attendance, and other activities are carefully designed to align with the intended learning outcomes through meticulous mapping. The PO attainment level is calculated using the '**n' Student 'n' Percentage with the slabbed average method.**

### CO Attainment Calculation

#### Step 1: Calculate the CO value against each Student

Equation to calculate the CO value of student -  $((\text{Mark obtained for Q1} * \text{CO weightage of Q1} + \text{Mark obtained for Q2} * \text{CO Weightage of Q2} + \dots) / (\text{Total Mark of Q1} * \text{CO Weightage of Q1} + \text{Total mark of Q2} * \text{CO weightage of Q2} + \dots)) * 100$

CO Attainment is calculated based on the CO values obtained.

**Step 2:** Find the CO% contribution to the upper node =  $\text{Component 1} / (\text{Total of all components}) * 100$

**Step 3:** Find the Students CO% contribution to upper node: - w.r.t the CO Contribution to upper node, calculate the Student CO values to upper node

**Step 4:** Calculating the CO attainment at upper node, based on the obtained CO values for students.

### PO attainment calculation:

PO attainments are calculated with respect to the CO attainment values at that node.

**Step 1:** CO1 to PO1 =  $[\text{CO1 attainment} * \text{mapped PO1 value}] / \text{sum of mapped PO1 matrix to all COs}$

**Step 2:** Calculate the PO1 attainment due to all defined COs

**Step 3:** PO1 attainment = sum of PO1 attainment obtained from step 2

The Attainment of outcome is analyzed and actions are suggested by IQAC to the Departments for follow-up actions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 83.37**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
528	617	671	622	554

**2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
737	778	780	667	627

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1**

**Online student satisfaction survey regarding teaching learning process****Response:** 3.91

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 259.76

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
41.02992	63.75	0.43287	95.1	59.4488

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**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**

**Response:**

The college has created a niche to foster the growth of innovation and entrepreneurship among staff and students and hosted an array of activities to promote creativity, knowledge transfer, and technology development among students. These initiatives and activities are organised by the HEI through Institution's Innovation Council (IIC), Entrepreneurship Development Club (ED Club), Innovation and Entrepreneurship Development Centres (IEDC) as well as Intellectual Property Right cell.

#### Institution's Innovation Council (IIC)

- **Ministry of Education (MoE)'s initiative IIC** established in the year 2021-2022
- Awarded **3.5 star** rating in 2022-2023

. The major activities and achievements of Newman IIC include:

- A series of **seminars on Internship opportunities, Entrepreneurship, Intellectual property Rights, Patenting** etc
- Practical learning of subjects through **visits to industries and Research labs**
- Students are provided with facilities to **build prototypes** useful for the promotion of rural development. The idea '**Virya- effective utilization of solar energy for self-reliant villages**' was presented as a prototype by a team of innovative students and faculty to Department of Power, Govt. of Kerala
- Two teams of **eight students** submitted their ideas in **YUKTI-National Innovation Repository (NIR)**.

### Entrepreneurship Development Club

- Entrepreneurship Development Club registered under **District Industries Centre, Govt. of Kerala** in 2019
- Organised awareness campaigns, workshops, seminars and invited talks about entrepreneurship.

### Innovation and Entrepreneurship Development Centre (IEDC)

- Newman College Thodupuzha has been recognized as a **IEDC by Kerala Startup mission in 2020**.
- IEDC received a **grant of Rs. 2.0 lakhs** from the Kerala Start-up mission to fund young entrepreneurs.

### Young Innovators Programme (YIP)

- Newman College Thodupuzha is a registered institution of the Kerala Development and Innovation Strategy Council (KDISC) **YIP programme** (ID: 12212).
- **37 students submitted** their ideas in Young Innovators Program-2021
- **One team of 5 girl students got selected** for second level evaluation at **State level**
- **31 students submitted** their ideas in Young Innovators Program-2022.
- **Faculty members** recognized as **District level coordinator of Innovation activities** of K-DISC YIP by Govt. of Kerala and as **evaluator** of K-DISC YIP

### Ideations and Hackathons

- Newman College team presented their idea in the theme energy of **Reboot Kerala Hackathon 2020 and won First prize for the theme Energy**.
- Participated in the Small Grants Program of Energy Management Cell and got financial **assistance for a prototype development**.
- **2 girl students** identified **Asteroid belt** in association with NASA and IUCCA, Pune

### Research Promotion

- 3 research centres
- 31 research scholars
- 10 PhDs were produced from the centres.

### Intellectual Property Right Cell



- **2 Programmes** conducted in association with NIPAM, Govt. of India
- **Facilitated copyright of publications of Newman College**

### Indian Knowledge System

- **Vedic mathematics** through workshops and seminars
- Establishment of yoga center and **promotion of yoga**
- **Folklore related seminars and demonstration,**
- Conservation of **rare medicinal plants**
- Promotion of **Ayurveda**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 63

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
28	19	5	7	4

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response: 0.48****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
41	22	14	10	3

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response: 0.64****3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
79	10	10	11	9

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

**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.**

#### Response:

Extension activities of the HEI are in harmony with SDGs and the needs of the community and society. Some of the activities are listed below.

#### Theme 1: Community Welfare and Support

Program	Outcome
Share a Bread -Mid-Day Meal Scheme	<b>500 food packets</b> are distributed to Divyarakshaalayam Orphanage on every working day within underprivileged communities. Regular visits are conducted to ensure consistent support
Home for Homeless	<b>Three houses</b> were constructed in three Panchayats during the assessment period
Quarantine facility	Indoor Stadium of HEI was used for Quarantine facility <b>for four months from 17 August 2020</b>
<i>NjangalundKoode -We are Together</i> <i>Newman Flood Relief</i>	Food materials, financial assistance, and cleaning programs were arranged from 2018 September 1 onwards.

#### Theme 2: Health and Well-being

Program	Outcome
Yogdan_Covid 19	Distributed preventive medicine, produced and distributed sanitizer to mitigate the impact of COVID-19 in local communities starting from <b>22-06-2020</b>

Blood Donation Campaign	<b>Blood Donation Campaigns</b> held every year
Hygiene Hub Initiative	Distribution of preventive medicines against monsoon diseases were done on <b>08-06-2018</b>
Empowerment Pathways	Self-defence training facility for <b>school children</b> was <b>launched on 29-05-2023</b>
Cleaning Programs	<b>18 Cleaning programs</b> were organised in the nearby villages.

### Theme 3: Educational Empowerment

Program	Outcome
Each one- Reach one- Teach one:	<b>Literacy Campaign for School Children</b> was held on <b>07- 01-2023</b> to instil a love for reading and reading beyond the required academic materials
Tobacco-Free Village	<b>Anti-Tobacco Campaigns</b> on <b>27-08-2022</b> empowered community on the health risks associated with tobacco use in near by villages
Election Literacy	Enhanced awareness on the electoral process, voting rights, and the importance of civic participation among the Villagers at Thodupuzha on <b>14-04-2109</b>

### Theme 4: Environmental Sustainability

Programe	Outcome
Yuva Haritha Bhoomi	<b>Organic Farming</b> was initiated among college community and local community for the Promotion of sustainable agriculture practices <b>05-06-2018</b>
My Environment - My Mother	<b>An Environment Education for Sustainability Campaign for School Children</b> was held at District Level on <b>09-06-2018</b>
Green Junction	<b>Garden</b> was created on 23-06-2018 at <b>Mangattukavala Junction</b> as a Sustainable Ecosystem practice
Tree Planting	<b>Trees were planted</b> on 08-06-2019 on the sides of Mangattukavalaby Pass Road
Van Mahotsav:	<b>Bamboo trees were planted</b> on the Banks of the Thodupuzha River on 03-07-2021
Carbon Neutral Campaign	An Outreach program on Carbon Neutral Nation Campaign was organised on 11-06-2022

### Theme 5: Social Awareness and Outreach

Program	Outcome
Awareness Campaigns	<b>On an average more than five programs</b> were organised by HEI every year
Two Village Adoption	<b>Kumaramangalam Village</b> has been adopted and programs like cleaning, anti-drug campaign, Hygiene drives and literacy campaigns are conducted in the adopted Village.

	<b>Kallanical Village was adopted</b> and waste management was done and awareness on waste management practices were undertaken. Biodiversity path was created
School Adoption	<b>St. George UP School Kallanicakl was adopted</b> and activities like self -defence for students, cleaning of school premises were undertaken
Anti- Narcotic Campaign	An Anti- Narcotic Campaign was held in nearby villages many a times during the assessment period
Hair Donation campaign	<b>Provided real-hair wigs on 04-03-2022</b> for cancer patients undergoing chemotherapy

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

#### **Awards and recognitions received for extension activities from government / government recognised bodies**

##### **Response:**

The HEI has been honoured with awards and recognitions by Government bodies and non government organisations for its extension activities. The awards and recognitions bestowed upon the HEI clearly indicate the commitment and dedication of the institution in fostering community development.

##### ***Awards for Extension Received by the Institution***

The following awards were received by the institution for its various extension and outreach activities during the period 2018-2023.

1. Certificate of Appreciation from the Office of Thodupuzha Municipality (2023).
2. Certificate of Appreciation by Office of Edavetty Gramapanchayat (2023).
3. Letter of Appreciation from Office of Kumaramangalam Gramapanchayat (2023).
4. Certificate of Appreciation by Indian Medical Association (2023).
5. Certificate of Appreciation from National Health Mission (2022).
6. Letter of Appreciation from Idukki District Sports Council (2022).
7. Letter of Appreciation by certificate from Kerala Health Services, Thodupuzha (2022).
8. Award for Best Social Initiatives by Bhavishya Bharat- National Award Festival for Social Work for Colleges (2022).
9. Haritha Campus Award (Green Campus Award) (2022).
10. Best Blood Donor Camp by Indian Medical Association (2022).
11. Letter of Appreciation by NCC GP HQ, Kottayam (2022).
12. Certificate of Appreciation by Miracle Charitable Trust (2022).

13. Certificate of Excellence for NCC activities in Kerala & Lakshadweep Directorate (2020).
14. Award for Educational Excellence (2020).
15. Certificate of Appreciation by Indian Medical Association (2019).
16. Certificate by Nehru Yuva Kendra Sangathan, Govt. of India (2019).
17. M. G. University NSS Award (2019).
18. Annadanam (Food Donation) Award (2019).

#### ***Awards for Extension Received by the Faculty and Students***

The faculty and students also received a number of awards and recognitions for extension activities, which demonstrate their commitment to and dedication in supporting community development. The following awards were received by the faculty and students for their various extension and outreach activities during the period 2018-2023.

1. Letter of Recognition from Ministry of Defence, Government of India (2022).
2. Best NSS Programme Officer of the University for 2020-2021 (2021).
3. Best NSS Volunteer of the University for 2019-2020 (2020).
4. Best NSS Volunteer of the University for 2018-2019 (2019).

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### **3.4.3**

***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

**Response: 84**

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	14	17	21

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 42

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

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.)

#### Response:

Newman College has adequate infrastructure and physical facilities for facilitating the teaching- learning process. The campus is spread across a total area of 41166 sq. m and built area of 16555 sq. m with well-maintained campus facilities. The building Infrastructure is divided into 5 blocks- A, B C, D and E blocks; indoor stadium and cultural areas. The HEI has successfully created technology enabled environment which ensures student-centric, active and engaged learning through class rooms, laboratories, library and equipment.

	Facility	Number	Description
<b>Physical Infrastructure</b>			
	<b>Classrooms</b>	<b>59</b>	<b>Wi-Fi enabled</b>
	<b>Staff rooms/ Departments</b>	<b>15</b>	<b>Separate faculty room with computers, printers, scanners, intercom, LAN and Wi-Fi access</b>
	<b>Computer labs</b>	<b>4</b>	<b>88 computers</b>
	<b>Media Lab</b>	<b>1</b>	<b>Recording facilities</b>
	<b>Multipurpose Seminar Hall</b>	<b>3</b>	<b>Air conditioned, Wi-Fi enabled, LCD projector</b>
	<b>Executive conference halls</b>	<b>2</b>	
	<b>Multipurpose auditorium</b>	<b>1</b>	<b>Wi-Fi enabled, LCD projector</b>
	<b>Language lab</b>	<b>1</b>	<b>30 computers with Orell software and required accessories</b>
	<b>Theatre</b>	<b>1</b>	<b>Seating capacity of 50</b>
	<b>Laboratories</b>	<b>18</b>	<b>For UG, PG and Research requirements</b>
	<b>Library</b>	<b>1</b>	<b>Fully automated and equipped with ILMS</b>



			and assistance to visually challenged
	<b>Other facilities</b>	<ul style="list-style-type: none"> <li>• <b>Research Scholars' Study Centre</b></li> <li>• <b>Botanical Garden</b></li> <li>• <b>Butterfly Garden</b></li> <li>• <b>Herbal Garden</b></li> <li>• <b>Fernarium</b></li> <li>• <b>Museums</b></li> </ul>	
<b>Digital Infrastructure</b>			
	<b>Classrooms</b>	<b>59</b>	<b>LCD Projector/smart TV &amp; Wi-Fi</b>
	<b>Smart Classrooms</b>	<b>3</b>	<b>Interactive panel &amp; Wi-Fi</b>
	<b>Campus Internet</b>	<b>Wi-Fi enabled</b>	<b>35 Access points</b>
		<b>200 Mbps leased line</b>	<b>300Mbps Vodafone optical fibre connection &amp; Kerala Vision Broadband connection of 30Mbps</b>
	<b>Learning Management System</b>	<b>Linways AMS</b>	<b>Sharing course materials, assignments, and communication.</b>
	<b>ERP</b>	<b>Linways AMS</b>	<b>Administration, complaint management, Finance and accounts, Admission, Student support, Examinations</b>

**Facilities for cultural activities**

- **One main auditorium** with a large stage and green room and one air conditioned mini auditorium (Sanjo Hall) and an air conditioned conference hall
- **Exclusive music room** with necessary equipment for college orchestra and dedicated practice room for college dance club.
- Area for Flash mob.
- Kalam Park for open air cultural activities like debates, music, plays etc.

- **Open stage** of college for activities like dance, public speech, plots etc.
- Art corners, A Block Portico, Library Portico and courtyard were used for various activities.

### Facilities for Sports

- **Indoor stadium** with training and gaming facilities for indoor games like badminton, table tennis, taekwondo, judo, kudo, weight lifting, wrestling, carroms, chess, etc.
- The college ground for cricket, foot ball, base ball, rugby, hockey, soft ball, hockey, athletics events.
- Beds for high jump and pole vault
- Multipurpose synthetic court for basketball, volley ball, throw ball, net ball, tennis.
- Indoor and Outdoor gymnasiums
- Weightlifting training centre with international trainer

### Facilities for Yoga

- The college has a Yoga training centre with a qualified trainer

### Other Facilities

- College Chapel
- Students Leisure Area
- Counselling Service

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 38.47

#### 4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise

during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
240.49	205.20	40.55	33.78	282.74

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*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*

#### Response:

ILMS: The college library initiated its automation journey in 2003 with partial implementation of the Library Management software (SOUL), developed by UGC-INFLIBNET, and subsequently achieved **full automation in 2015 with the adoption of LIBSOFT.**

#### Features of LIBSOFT

- **Fully Automated**
- Supports more than 10 lakh records
- Fully integrated high data security
- Exhaustive information retrieval tool
- Barcode facility
- Network implementation

- Software consistency
- Multi user facility
- Simple and Boolean search result
- Report generation and printouts in desired formats
- ISBN support for book accession
- Member photo support

#### Services provided by library:

- **Collection:** The college library currently houses **51797** books, **1843** reference volumes, subscription to **53** journals and **43** magazines, **25383** e- journals and **316592** e- books
- **Remote access services by library:**
  - **UGC- INFLIBNET, NLIST:** Remote access through individual login ID and password to all staff members, PG students and research scholars; common login ID and password to all UG students.
  - **DELNET-Developing Library Network:** Access to the Major Digital Library Resources in South Asia through common login ID and password
  - **UGC-INFONET** e-journal service provided in MGU study centre in the campus through the VPN server of University Library.
  - **Remote access** to all e journals subscribed by the M G University through Shibboleth remote access facility
  - **Web OPAC:** Digital library facilities ensuring access to a number of online resources including e-books, journals, theses, OERs, magazines, previous year question paper repository, etc.
  - **Open Educational Resources: DOAJ, DOAB, Shodhganga, Google scholar, N-LIST, DELNET, NDLI, NPTEL**
- **Automated book issue and return:** All books and member identity cards are barcoded and is used for the issue and return of books.
- **Barcode Enabled Gate Register:** Barcode technology is used to record the log in and log out details of the users.
- **WEB-OPAC:** The users can use this service even during offline library use for easy and simple automated search of library books using the search system provided

- **Library orientation programme:** For effectively using the online and offline library facilities
- Internet and Wi-Fi: The Library has an independent internet connection with a bandwidth of 200 Mbps.
- Browsing centre: For students to access online library facilities
- Research Scholars hub: For scholars to engage in serious intellectual activities and reference works undisturbed by other students
- Archive: The library houses an archived collection of old books and, newspapers, journal bound volumes etc
- Reference books section: This section has several high valued reference texts suggested in syllabi of various programmes
- Display cabin: Separate display cabins for new arrivals, periodicals, journals and newspapers
- Plagiarism checker: Plagiarism check services are provided through Grammarly (free) and Turnitin (outsourced).
- Reprography corner: Photostat, Print, scan
- **Assistance for visually challenged persons through Kibo XS Device**
- **140 educational CD/ DVD library as digital educational resources**
- Internships: For Library science students
- Access to local community: The local community can use the library services during working hours for learning purpose.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

***Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words***

**Response:**

Newman College, Thodupuzha consistently strives to integrate and update state-of-the-art technology and ICT facilities into the student-centric pedagogy.

The substantial augmentation of I T infrastructural resources over the last 5 years includes

**Updation in internet facilities:**

- High-speed internet connectivity is ensured throughout the campus and its facilities
- Switched from LAN only mode of access through 10 network racks
- 36 WI-FI routers providing up to 5GHz signal strength to facilitate 100 connected devices per router
- BSNL NMEICT fiber connectivity with a speed of 20 Mbps and BSNL FTTH internet connection with a speed of 100 Mbps till 2019
- Upgraded to BSNL FTTH 200 Mbps speed in 2019
- Kerala Vision Broadband connection of 30Mbps till 2020 as a backup plan.
- The college subscribed direct/wireless Jio leased line of 50Mbps from 2020 onwards,
- High-speed wi-fi enabled internet connectivity throughout the campus.

**Updation in Computers/ICT facilities**

- College has 188 computes of which 81 were purchased during last five years.
- New Computer lab with 30 desktops and 24 laptops established
- 100% ICT-equipped classrooms and seminar halls
- 3 Smart class rooms (common) with interactive panel
- One new ICT enabled conference hall (Sanjo Hall)
- One new ICT enabled Research scholar study centre.
- 15 classes are equipped with smart TV and 44 classes with LCD projector
- New Media lab with audio and video recording facilities supported by a high specification

computer for Website and MOOC creation

- 5 computer labs
- 8 High end printers cum scanners

### **Updation in LMS/MIS**

- A new Academic Management system, the MIS Linways replacing the earlier intranet-based College Manager
- It takes care of ICT enabled administrative tasks such as
  - Admission Management
  - Transfer Certificate Management
  - Attendance Marking and Report Generation
  - Time Table Management
  - Examination Management
  - Grievance Management
  - Progress Report Generation
  - Online Feedbacks
  - Accreditation Management

### **Updation in library resources**

- A fully automated library
  - through ILMS
  - barcode enabled system for library entry and exit
  - the digital library
  - access to INFLIBNET, DEL NET
  - access online journals, e-books, OERS etc through ILMS- LIBSOFT
  - Kibo XS Device that fills the critical gap of providing relevant library services to the

visually-challenged students and staff

- Grammarly software services
- Plagiarism checking facility

#### Updation in General campus facility

- There are 95 CCTV cameras installed across the campus.
- The campus flora is provided with a QR Coded label
- The institutional website was updated and is made Divyangjan friendly.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

##### Student – Computer ratio (Data for the latest completed academic year)

**Response:** 12.76

##### 4.3.2.1 Number of computers available for students usage during the latest completed academic year:

**Response:** 158

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure



**4.4.1**

***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

**Response:** 42.25

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
243.95	170.81	108.82	198.26	159.78

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 83.78

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1538	1871	1926	1837	1623

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.1.3**

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 70.83

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1415	2040	1245	1189	1547

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.4**

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 46.42

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
272	350	309	276	182

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
528	617	671	622	554

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.2.2**

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 19.37

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
26	68	57	30	65

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3 Student Participation and Activities**

**5.3.1**

**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 171

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
47	52	11	37	24

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 37.2

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
60	54	11	33	28

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

#### Response:

Newman College boasts a vibrant and engaged alumni community, formally known as **Newmanites**, with Registration Number IDK/TC/19/201, registered under the Travancore-Cochin Literary, Scientific and Charitable Societies Registration Act, 1995. The Alumni association serves as a bridge between past and present students and teachers maintaining a strong connection with their institution.

- **Structure and Membership:** The Alumni Association is guided by a team of executive members. The principal serves as the Patron, overseeing an Executive Committee comprising the President, Vice President, Secretary, Joint Secretary, Treasurer, and elected General Body Members. Furthermore, a faculty member assigned as in-charge of the Alumni Association to facilitate smoother interactions and activities.
- **Executive Committee Meetings:** The Alumni Executive Committee conducts regular meetings to ensure the smooth functioning of the association. These executive committee meetings serve as a platform to discuss and plan various activities, contributions, and ways to enhance the connection between alumni and the College.

#### Financial support services

Year	Amount contributed by alumni in INR	Nature of contribution	Details
2018-2019	<b>300000.00</b>	Infrastructure augmentation	Contribution towards the Construction of Indoor stadium and E- block building
	<b>122200.00</b>	Infrastructure maintenance; Student support/Endowment	Contribution towards renovation of research lab facilities and various Endowments
2020-2021	<b>263640.00</b>	Infrastructure maintenance; Student support/Endowment; Outreach activities	Contribution towards ICT infrastructure; various Endowments and COVID related activities
2021-2022	<b>227520.00</b>	Infrastructure	Contribution towards

		maintenance; Student support/Endowment	maintenance of academic facilities and various Endowments
2022- 2023	<b>352020.00</b>	Infrastructure maintenance; Student support/Endowment	Contribution towards renovation of research facilities and various Endowments

#### Other services

- **Alumni Lecture Series** organised by the departments
- **Placement training and Career Development Programmes**
- **Lectures/invited talks and entrepreneurship trainings**
- **Involvement in committees:** Many alumni play pivotal roles in the HEI's administrative process, serving as members of the Internal Quality Assurance Cell (IQAC) and the Managing Board.
- **Feedback from Alumni:** The alumni provide feedback that helps improve the College's academic environment and curriculum.
- **Annual Alumni Meeting:** Annual alumni gathering, held on January 26th of every year.
- **Departmental Alumni Meetings:** Department-specific Alumni meetings are organized to strengthen the bond among graduates from particular courses.

Newman College Alumni Association, or Newmanites, actively contributes to their alma mater, support current students, and continually strive to make a positive impact on the HEI's academic and extracurricular activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*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.*

#### Response:

Newman College steered by the Corporate Educational Agency Kothamangalam was established with a clearly articulated vision, mission, and core values.

#### Vision

- Transforming youth through holistic education for attaining global competency, moral integrity and social welfare

#### Mission

- Inculcate skill-based education to attain academic excellence and competency
- Promote values, ethics and integrity in character to become morally upright social beings
- Encourage inclusiveness and spiritual vitality to serve the community and nation

#### Core Values (TIPS)

- Trust in God
- Integrity of Character
- Pursuit of Excellence
- Social Commitment

#### Institution's Leadership and Governance

The institution's leadership and governance system operate across multiple tiers, aligning with the institution's vision and mission. This robust and transparent governance mechanism is designed to adapt to evolving educational landscapes, as exemplified by integration of the National Educational Policy 2020. The system places strong emphasis on decentralization and participative management, ensuring that stakeholders from diverse levels actively contribute to decision-making and implementation processes. This governance system effectively translates Newman College's vision and mission into tangible actions.

#### Decentralized Governance

Decentralized and Participative Management is ensured through faculty representation in the apex bodies like Managing Board and Managing Council. Decentralization is enhanced through the constitutions and

meetings of IQAC, College Council, Staff Council, Department, Finance Committee, Planning Board, Discipline, ICC, Grievance Redressal, Anti-Ragging, Minority and Sexual Harassment Prevention Committees. The nominated members are part of decision-making bodies and involve in developing various policies and procedures.

### Perspective Plans

The long term and short term plans of the college are in alignment with the vision and mission of the college. The Strategic Goals are: Attainment of Global Competency in Curricular and Co-curricular Realms, Excellence in Research and Innovation, Augmentation of Infrastructure and other Facilities for Promoting Holistic Education, Begging Good Citizens with Moral and Professional Competency and Attainment of Status of Autonomy.

### Case Study- Research Facility Augmentation of Decentralization and Participatory Governance

Newman College achieved the remarkable feat of establishing three Research Centers, including two within the Science departments during the last five years. This success prompted the need for expanded research facilities to meet growing requirements and cultivate an enriched academic environment. Additionally, a surge in faculty members assuming roles as Research Guides and contributing to high-impact global publications further underscored the institution's commitment to the attainment of the vision of global competency in academic realm. In response to these developments, students and research scholars of the Physics department advocated for an augmentation of research lab facilities of the department, leading to a proposal submitted to the Research Promotion Council in 2019.

The Research Promotion Council, acknowledging the resonance of the proposal with the institution's vision, forwarded it to the Internal Quality Assurance Cell (IQAC). The IQAC team, in turn, recommended specific enhancements, including a dedicated research laboratory for Physics, an advanced Research Lab Center for Chemistry Research Scholars, and a dedicated laboratory space for Biological Sciences. Later the idea was sanctioned by Managing Board through College Council.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*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*

**Response:**

The institution has a well-defined system to plan and implement its policies and programmes for its smooth and efficient functioning.

It consists of statutory and non-statutory bodies that function in accordance with the statutes, manuals and policies laid down by the Government, the Parent University and the Managing Board of the college.

### Organization- Structure and Functions

- The **Managing Board** is the apex body of the institution.
- The Principal is the head of the institution and is responsible for administrative and academic activities.
- The Managing Board takes decisions on the Strategic Planning on the recommendations of the College Council and the IQAC.
- Managing Board, College Council and Staff Council are statutory bodies that take decisions on new programmes, examinations, results, fee structure, scholarships and facilitation of co-curricular activities.
- The **College Council** meets once in a month and takes decisions on the day-to-day administration of the college.
- **Internal Quality Assurance Cell (IQAC)** advises the Managing Board on matters related to strategic planning, quality initiatives, infrastructure development, and framing of various policies. It also takes initiatives in FDP, research and innovations in teaching, learning and evaluation.
- RUSA Board works in tandem with IQAC. Planning Board and Purchase Committee (Statutory) prepare the budget for the utilization of the plan fund for infrastructure development and for obtaining teaching learning resources.
- Various **statutory cells** like SC/ST Cell, OBC Cell, Minority Cell, Anti Ragging Committee, Grievance Redressal Cell and Internal Complaint Committee are actively functioning in the HEI
- In addition to the above, there are various committees/ cells such as the Discipline Committee, Research Promotion Council, Parents' Teachers' Association (PTA), Alumni Association, , Women Cell, , Career Orientation Council and various clubs. The HEI has special concern for extension and outreach activities through NCC, NSS and departments.
- **Appointment of the staff** is done in the aided section after approval of the Managing Council and the unaided section after approval of the Managing Board.
- The staff for the aided section is appointed in compliance with the guidelines of the government, and their service conditions laid down in the **Kerala Service Rule, Handbook of the Directorate of Collegiate Education, Government of Kerala and Mahatma Gandhi University Statute**. For the teaching faculty, there are three levels of entry into service viz., Assistant Professor, Associate Professor and Professor.
- The non-teaching staff has five different levels and the selection to each level is based on the qualification required and the performance appraisal. The selection, promotion and the appraisal of the unaided staff are in accordance with the Human Resource Policy of the college.

### Policies

- The HEI has well-articulated policies on IT, Infrastructure Development and Maintenance, HR and Staff Welfare, Student Support, Environment, Research and Publication, Equity, Gender and Anti-ragging etc.
- The policies are published on the HEI website.

**Feedback and Review**

- The HEI has a structured mechanism for collecting feedback from all stakeholders.
- The feedback collected is analyzed and used for the review of existing policies and practices.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.2.2*****Institution implements e-governance in its operations***

- 1.Administration**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examination**

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The institution has well-defined performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression. The institution has implemented a comprehensive set of welfare initiatives that aim to promote well-being, financial security, and professional development of employees.

**Performance Appraisal System**

- PBAS- Self Appraisal Record is maintained by all Staff Members. At the Time of Promotion, Faculty Members Submit PBAS- Self Assessment Report to IQAC for Verification and is further verified by the Manager
- Faculty Members are assessed by the Principal in Confidential Report submitted to the Manager
- Performance of Teachers as Tutor, Mentor and Staff-Guide are assessed by Concerned HOD in Confidential Report and Communicate with Principal.
- Student's Feedbacks are taken each Semester and are Evaluated and Communicated with Respective Teacher
- Teachers' Performance Record is Assessed Annually by IQAC
- Performance of Non-Teaching Staff (PBAS) is Assessed by IQAC and Reports to Principal
- Performance of HoDs, Office-Supervisors, Coordinators of Various Forums, and IQAC is Assessed by Principal, who communicates with Manager

**Welfare Schemes**

- Staff Co-operative Society functioning in college extends financial assistances like loans and other services at affordable rate of interest.
- Financial Support is provided for teaching and non teaching staff to meet medical expenses in terms of emergency
- Special Casual Leaves given to staff members during medical emergency like COVID or any other illness
- Jobs on Compassionate Grounds
- Provident Fund: Staff can invest in the GAINPF.
- Group Insurance Scheme (GIS) is given to staff for their welfare.
- State Life Insurance Scheme is provided with twin benefits of insurance cover to help their nominees in the event of death while in service and a lump sum payment to augment their resource on retirement
- Management encourages Faculty members to apply for promotions without any delay and follows UGC norms for their Career Advancement
- Maternity Leave is given to female staff members for 180 days to safeguard interest of the mother immediately before and after child birth. Leave benefits are given to female staff who have miscarriage or tubectomy
- Paternity Leave for 10 days is given to male staff members
- National Pension Scheme (NPS) is a voluntary contribution pension scheme existing in the college. Staff can contribute regularly in pension account during their working life.

**Welfare Programmes**

- Annual Tour Programme

- Staff Day for both Staff and Non Teaching Staff
- Annual Get-together and Luncheon
- Retirement Party
- Regular Conduct of FDPs ,Capacity Enhancement and Orientation Programmes

### Welfare Facilities

- ATM Facility of SIB
- Canteen Facility
- Open Gymnasium, Health Gymnasium and Yoga Centre for Physical Wellness
- Sick Room
- Staff Recreation and Dining Area
- Free Wi-Fi facility on Campus and domain email addresses to all staff members
- Free accommodation in College Guest Room
- Staff Grievance Cell
- Video Recording Facility
- Separate Parking Slots
- Online and Offline Income Tax Filing Support
- Whats App Groups and G-Suite Access for Correspondence

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response: 33.2**

**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
84	46	14	12	14

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response:** 73.87

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
120	117	109	101	42

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**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)**

#### Response:

The institution has clearly outlined strategies and protocols for securing the necessary funds and optimally utilizing it for developmental initiatives with a well-defined financial policy. The institution formulates and submits proposals for projects seeking government funding. This systematic approach enabled the acquisition of funds such as SERB Start-up Research Grant, UGC STRIDE, DBT Star College scheme, etc. The institution diligently conducts audits to guarantee the optimal utilization of the secured funds, ensuring transparency and accountability in financial management.

The institution upholds a rigorous approach to ensure the effective utilization of funds and resources through a structured process.

**Budget Committee Oversight:** The Budget Committee collaboratively prepares and evaluates the annual budget, ensuring a comprehensive examination of financial allocations and promoting transparency and responsible financial planning

**Administrative Leadership Accountability:** The Principal and local manager (Bursar) work collaboratively to oversee the judicious utilization of the budgeted amount for various purposes, submitting a detailed report to the Managing Board for approval, thus demonstrating a commitment to financial responsibility and accountability.

**Purchase Committee Vigilance:** The Purchase Committee oversees the procurement of various commodities within the institution, managing the acquisition process across different funds, thereby ensuring efficient and cost-effective purchasing practices.



**IQAC-led Quality Assessment:** The IQAC (Internal Quality Assurance Cell) employs a strategic approach in fund mobilization to enhance quality, aiming to secure resources that positively impact the overall quality of teaching and learning within the institution

The smooth functioning of accounting in the college is ensured through financial management and adherence to established accounting principles which encompasses accurate record-keeping, timely financial reporting, and a systematic approach to budgeting and expenditure control. Additionally, institution consistently performs internal and external audits which play a crucial role in maintaining transparency, identifying potential issues, and ensuring compliance with regulatory standards.

Audit by Deputy Director of Collegiate Education, Government of Kerala: In compliance with Kerala Government regulations, the Deputy Director of Collegiate Education conducts periodic audits. The Deputy Director of Collegiate Education carried out audits for the 2016-2019 term in the Financial year 2019-2020 and for the 2019-2022 term in the year 2022-2023. Following these audits, non-liability certificates were duly issued.

Utilisation of the financial assistance such as Government grants, RUSA and other UGC assistance, fee collection from students, Research funds, Scholarships etc. are subjected to this audit.

#### **External Audit by Chartered Accountant:**

The college has engaged the services of approved Chartered Accountants, V V Thomas & Co., a reputable firm of Chartered Accountants based in Thodupuzha, Kerala, as the external auditor responsible for conducting the annual audit. This audit, comprehensively executed by the firm, encompasses all financial dimensions of the college.

#### **Audit of Government Funds**

The College undergoes distinct audits for funds received from various sources such as UGC projects, other government funds, RUSA funds, and project-based initiatives, with the subsequent audit reports promptly submitted to the respective funding agencies within the specified timeframe

#### **Internal Audit**

A mechanism overseen by the principal ensures swift resolution of auditor queries, strictly adhering to government, university, and agency guidelines in all transactions ensuring proper financial management and resource mobilization.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **6.5 Internal Quality Assurance System**

### 6.5.1

**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**

#### **Response:**

IQAC has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements since last NAAC accreditation.

**Major Quality Assurance Practices that are institutionalized** during assessment period

- Implementation of **e-governance and Academic Management System including LMS and Outcome mapping** for improved administration and teaching learning system
- Institutionalizing **Innovative ecosystem** in campus by establishing Institution Innovation Council (IIC), Innovation and Entrepreneurship Development Centres (IEDC) and IPR Cell
- Review and framing of **Strategic Plan** in tune with vision and mission of institution and planning **goals and strategies** at various levels of governance
- Effective support for **faculty and student empowerment** through **financial support, skill based training programmes**
- Institutionalizing quality initiatives through **regular participation in quality audits and ranking system**

#### **Review of Teaching Learning Process**

IQAC conducts periodic reviews of teaching-learning process, structures and methodologies of academic operations and learning outcomes and records incremental improvements in various activities through **Systematic Academic Planning** at institutional, department and teacher level; **Regular Feedback** on Teaching learning and academic ambience; **Outcome Mapping, Exit Survey and Result Analysis; Appraisal** systems; **Academic and Administrative Audit** and Action taken.

**Systematic Academic Planning:** Following initiatives highlight comprehensive approach taken by IQAC for teaching learning process:

- **Academic Planning** at institutional, department and teacher level with Course Plan and Teacher plan for curricular delivery
- **Enrichment of Curriculum** with Certificate and value added courses, seminars, workshops and training programs
- **Mentoring Guidance Team**
- **Examination Wing** to monitor proper conduct, review and evaluation of exams
- **Research Promotion Council** to augment research-related facilities.
- **ICT Maintenance Committee** to ensure quality through information technology.
- **Library Advisory Committee** to address extra reading resources and e- learning resources
- **Grievance Redressal Committee** to ensure timely redressal for conducive teaching and learning environment.

- **Planning Board and Purchase Committee** to ensure adequate infrastructure facilities

**Regular Feedback Mechanism:** Feedback collected from various stakeholders; its systematic analysis and action taken ensures **periodic review and implementation of incremental improvement strategies** for teaching learning quality.

- **Feedback on Curriculum and Academic Ambience from all stakeholders**
- **Feedback on Teachers**
- **Parent feedback on teaching learning process**

**Outcome Mapping; Exit survey and Result Analysis:** Learning outcome is reviewed by outcome mapping; exit survey and result analysis

**Appraisal Systems; Academic and Administrative Audit (AAA) and Action taken:** The incremental increase in teaching learning quality is ensured by annual appraisal, audits and its analysis and action.

#### **Incremental improvement in teaching learning during assessment period**

- Introduction of new Programme - BSc. Psychology
- Curricular enrichment with **78 certificate courses** and **35 value-added courses**
- **Internship support** to selected students under DBT Star College Scheme
- **100 % ICT enabled classrooms** with three smart classrooms with interactive panel.
- **G suite and LMS access** to all students and faculty members
- Implementation of **OBE Mapping and CO based evaluation** for continuous internal assessment
- **Digital library and e resources** for remote access
- Infrastructure augmentation for **experiential learning** like media lab, research labs and software

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### **6.5.2**

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Newman College is committed to nurturing future leaders and fostering gender equality. The college addresses the concept of gender inclusiveness and it reflects through the teaching learning process, facilities provided in the campus, activities and celebrations organized by the college. The curriculum followed by the college emphasizes the concept of gender by including courses that gives awareness on the theme. Co-curricular activities of the college are intended to encourage involvement of students and faculties, creating an environment in which they may follow their interests regardless of gender. Furthermore, NC prioritizes safety and security in campus, putting in place rules and procedures to ensure that all members of the community feel safe and secure. This comprehensive strategy demonstrates the college's consistent commitment to fostering a campus culture that promotes diversity, inclusion, equitable opportunity and gender sensitivity.

- The gender sensitivity of NC is evident from its governance level, which is led by a **women principal**. The position of office of the college is also held by a woman, IQAC is headed by a woman and a women librarian as well.
- The proportion of women is the highest among both faculty and student enrollment. The institution has an intake of **74.1% female faculty and 60.8% female students**.
- **The Women's Cell** in the college is dedicated to promoting the rights and well-being of women. The Women's Cell typically organizes a variety of programs and events, such as seminars, workshops, and cultural activities, to raise awareness about gender issues, empower women, and create a more inclusive and supportive campus environment.
- The women's cell of the college, in collaboration with the IQAC, conducts a **gender audit every year**, committed to promoting gender equality and achieving gender-responsive outcomes.
- The curriculum of followed by the college ensures the gender specific aspects in **48 courses** in different programmes. There are **17 publications** from faculty that address gender issues, and **student projects** also address gender issues. The number of girl students excels in the field of academic, cultural and sports are commendable.
- The HEI conducts **gender equity programmes** in every year with the objective of gender sensitization and to power gender equity.
- The gender sensitivity of the campus is ensured through the **linkages for gender sensitization, MoU's, Equal Opportunity Cell**. The college has a well **defined gender sensitization plan and policies for addressing gender equity issues**.
- The safety and security in the campus ensured through the **24 hour security guards** at every entrance of the college and the **CCTV cameras, anti ragging, sexual harassment prevention cell**, awareness class to the students, **2 hostel facilities for the girl students, sick room** for

women faculty and students, **student counselor, self defense classes** etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.4

**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)**

#### Response:

Newman College undertakes a variety of activities and projects to promote tolerance, peace, and an understanding of constitutional responsibility among students and faculty members. Cultural awareness programmes, workshops, and events are being organised to commemorate and educate the community about diverse cultural, regional, linguistic, and communal traditions. This develops a feeling of community and ensures that the institution is sensitive to its socioeconomic surroundings.

- The cultural and regional diversities are transmitted by the college through **Onam Festival, Christmas and Kerala Piravi and ethnic day celebration**. Apart from these, **art performances** were also organized and conducted throughout the years which transmit the cultural and regional sense among students and faculties.
- Literary competitions organized by the college, different departments, cells, clubs and organization ensure the inclusiveness of linguistics diversity among the community. Competitions organized as part of **National Hindi Day Celebration** envisage the glory of national language.
- The National Cadet Corps and National Service Scheme of the college make remarkable contributions in the communal and socioeconomic aspects of the teaching learning process. **Share A Bread** programme by the NCC provides **food for the orphans** at Divyarakshalayam got national level recognition. The initiatives of NCC and NSS for **constructing houses for the homeless** people are one among the commendable activities. These initiatives encompass various domains, including sustainable agriculture, homelessness alleviation, blood donation, COVID-19 response, community cleanliness, road safety, drug awareness, and environmental conservation.
- The college has organized various programmes to impart the constitutional values among

students. It includes **Independence Day celebration, republic day celebration** etc., Various competitions and programmes on national importance were also organized. The college has **displayed the preamble of the constitution** at various places in the college campus. The **students union election** is done in a parliamentary mode promote a spirit of democratic principles among students. The national anthem is played in every working day.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

#### **BEST PRACTICE 1**

**Title: Newman Community based Participatory Research (NCPR)**

**Objectives:**

To foster the research and innovation ecosystem

To integrate multi disciplinary research to curriculum

**Context:**

NEP-2020 emphasizes the significance of creating conducive ecosystem to energize research and innovation in HEIs with the fundamental principle that 'outstanding research is a co-requisite for outstanding education and development'. NEP 2020 envisions the development of active research communities across disciplines and setting of incubation centres. Newman College's pursuit of academic excellence aligns with the new education policy, emphasizing multidisciplinary research, innovation, and entrepreneurship.

**The Practice**

The objectives are accomplished in a multifaceted approach

#### **1. Establishment of Innovation and entrepreneurship Hub**



- Recognizing the need for promotion of student entrepreneurship skills, the College established **Entrepreneurship Development Cell** in **2019**; **Institution Innovation Council (IIC)** in 2020 and **Innovation and Entrepreneurship Development Centre (IEDC)** in 2022.
- IIC mentored **72 students** to participate in Hackathon to address the **community issues after 2018 Kerala flood**.
- **73 students** submitted innovative proposals to Kerala Development and Innovation Strategic Council Young Innovators Programme (**KDISC YIP**)
- Introduced “Pachakudukka’ program- a **student led entrepreneurship** initiative under IEDC to promote **Agri- products** of local community
- Established IPR cell and facilitated **2 copyrights**

## 2. Curriculum Enrichment

- Curriculum enriched by more than **20** additional courses on research and innovation
- **Teacher training** customised for Newman College on **Research Based Pedagogical Tools**, a flagship training by IISER, Pune
- **Ideation context and idea pitching**

## 3. Student research capacity building programmes and Publication opportunities

- Regionally significant issues were addressed by students through various research programmes/ schemes like **Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE)** and **DBT Star College scheme**
- **100 students** got trained in **trans-disciplinary research** under STRIDE Scheme
- **72 students** published articles in Edited book Under STRIDE Scheme

## 4. Research grants/ Incentives

- **Under STRIDE Scheme**, financial support was given to **100 Students**

### Evidence of success

Initiative/ Activity	Evidence of Success
ED Club	Entrepreneurship support given to students  <b>6 Skill and entrepreneurship</b> development events organized
Institution Innovation Council	<b>3.5 star</b> rating by MoE  One team of <b>6 students</b> become <b>the winner in Reboot Kerala Hackathon 2020</b> in theme <b>Energy</b> and received certificate and a cash prize of <b>Rs. 50,000/-</b>  The team got selected for <b>prototype development</b> by <b>Govt. of Kerala</b> with financial support.

	<p><b>One student in the team got placed in Wipro</b></p> <p>Ideas of students deposited in <b>YUKTI-National Innovation Repository</b></p> <p><b>7 faculty Innovation Ambassadors</b> trained by MoE</p>
<b>KDISC- YIP</b>	<b>One team got shortlisted to State level</b>
<b>IEDC</b>	<b>Rs. 2 lakhs</b> financial support
Student Research Capacity Building	<p><b>Agri- entrepreneurship</b> initiative</p> <p><b>100 students conducted community based participative research</b> on issues of regional and global importance</p> <p><b>80 students published book chapters</b> in edited book.</p> <p><b>7 students published in SCOPUS</b> indexed journals</p> <p>Student presentations in international and national conferences</p> <p><b>Two students discovered Asteroid belt</b> in association with NASA and IUCCA</p> <p><b>Internship</b> in National reputed institutes like JNCASR, RCC</p>
Research Grants/ incentives	<p><b>100 students</b> received incentives for research under STRIDE</p> <p><b>7 students</b> were fully supported for internship</p> <p><b>5 students</b> received support for <b>prototype development</b></p>

### Problem Encountered and Resource Required

Problem Encountered	Resource Required
Less access to technological hubs	District wise tinkering labs/ innovation hubs

## BEST PRACTICE 2

### Title: Newman Service Learning (NSL)

#### Objectives:

To foster social responsibility and community engagement through service learning

To address the demand of local community with the resources of the HEI

#### Context:

UGC gives special emphasis on “fostering social responsibility and community engagement in HEIs’ and the importance of learning through community service. The vision of Newman College is deep rooted in moulding youth with moral integrity and social welfare and the College has been in the forefront of community services.

#### Practice:

##### 1. Learning with community service

Newman College students apply knowledge to serve and enrich their community. Various initiatives highlight this social commitment.

**Share a bread:**The practice of sharing food packets from homes of more than 500 students and staff daily to nearby orphanage.

**Home for homeless:**Providing home for deserving homeless people.

**Punit Sagar Abhiyan:**Identifies natural water resources in the community, check the quality of water, clean the water resource and make it accessible to public.

**Pandemic services:** COVID rehabilitation centre and vaccination centre for neighbourhood community, mask and sanitizer making; distribution of food and consumables to public.

**Service during flood:**Offered support to affected areas with distribution of food, essential commodities, cleaning the affected houses and rescue operations

##### 2. Research for community service

Student research channels ideas to streamline community knowledge and address issues

- **Research to address the issues of Idukki district:** The multidisciplinary research ‘An Institutional Research Scheme on Sustainable Development Issues in the Western Ghats in Idukki, Kerala addresses the issues of the locality in a scientific manner.
- **Research on Waste management:** Multiple studies are undertaken to identify most feasible and cost effective way of managing lignocellulosic biomass.

### 3. Knowledge sharing and knowledge mobilization

- **Serve the underprivileged in tribal areas:** Special awareness sessions to the tribal areas of Idukki district.
- **Identification of diverse flora and fauna of Western Ghats area**
- **Sasthrapadam and Sasthrajalakam:** One-week residential program for rural and tribal Govt. school students in Idukki, offering experiential learning
- **Astrophysics workshops to public**

#### Evidence of success

Initiative	Evidence of success
Share a bread	<b>500 inmates</b> of orphanage receives daily foodpackage  <b>Recognised as Best Social initiative</b>
Home for home-less	<b>3 homeless</b> people as beneficiaries  Students society commitment and managerial skills increased
Punit Sagar Abhiyan	Water conservation  <b>Letter of appreciation from Newman Residence Association</b>
Pandemic services	Letter of appreciation from <b>National Health Mission</b>
Service during flood	<b>Served society to rebuilt Kerala</b>  <b>Best NCC Unit Award</b>
Research to address the issues of Idukki district	Research outcome published as 4 books and drafted for submission to Govt. for policy making
Research on Waste management	Published in high-impact journals; collaborated internationally with Polish Academy of Science
Serve the underprivileged in tribal areas	Many tribal students get access to recent trends in science and education
Identification of flora and fauna	Prepared biodiversity report for hotspot <b>Edavetty Forest ranges</b> , shared with Govt. for conservation measures
Sasthrapadam and Sasthrajalakam	Govt. school students received hands-on lab training for meritorious achievement
Astrophysics workshops to public	Over 500, including students, observed celestial events; 50 students crafted telescopes.

#### Problem Encountered and Resource Required

Problem Encountered	Resource Required
Most of the under privileged community belong to tribal areas, which need more time and effort to	Government support in channelling the resources of the College

reach	
<b>File Description</b>	<b>Document</b>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

#### **Newman Educational Hub for Sustainable Development Training (NEST)**

Newman College integrates UN SDGs into academics, exemplifying dedication to sustainability. NEST serves as customized model strategically designed to achieve sustainable and holistic advancement of the scholarly and social communities.

#### **Curricular Integration of SDGs**

Institution Integrated SDGs into curriculum, revised courses with faculty representation, introduced certificates and value-added courses addressing SDGs

#### **Curricular Integration of SDGs**

<b>SDG addressed</b>	<b>Courses Addressing the goal</b>	<b>Outcome/Impact</b>
SDG 1: No poverty	UGC sponsored Add on Course on Plant Tissue Culture	<b>115 students</b> trained
SDG 2: Zero hunger	Certificate Course on Nutrition and Mental Health	<b>36 students</b> trained for mental health.

SDG 4: Quality education	Certificate Course on Research Methodology	<b>281 students</b> trained for academic writing
SDG 5: Gender equality	Value added Course in Gender Studies	<b>23 students</b> got trained to address gender issues
SDG 9: Industry, Innovation and Infrastructure	Value added Course on Digital marketing	<b>45 students</b> benefitted
SDG11: Sustainable cities and communities	Value added Course on Fernarium	<b>20 Students</b> trained for sustainable urbanization
SDG 12: Responsible consumption and production	Value added Course on Electrical and Electronic Equipment Maintenance	<b>59 students</b> trained for energy efficiency
SDG14: Life below water	Certificate Course on Aquarium Management	<b>32 students</b> trained for aquarium conservation.
SDG 15: Life on land	Certificate Course on Field Entomology	<b>71 students</b> trained in insect identification.
SDG 16: Peace, justice and strong institutions	Certificate Course on Business Ethics	<b>128 students</b> trained for business justice
SDG 17: Partnership for the goals	Certificate Course in Social Work	<b>197 students</b> were trained to facilitate partnerships

### Student-led initiatives and SDGs

In tune with its **vision**, HEI opens platform for students to explore and address SDGs through various student- led initiatives

Student led Activity/ Initiative	SDG Goal addressed	Outcome/ Impact
Home for Homeless	SDG 1	<b>3 houses</b> were built with students' participation
Share A Bread:	SDG 2	<b>Students provide daily meals to 500 Divyarakhalayam orphanage inmates.</b>
Blood Donation	SDG 3	Institution got recognized as <b>Best Blood Donor institution</b>
Ideation for Sustainable energy production	SDGs 7 and 11	<b>Theme Energy team received cash prize of Rs. 50,000/-</b>
<b>Prototype development</b> for	SDGs 7,9 and 11	Project- Virya- <b>selected for</b>

Sustainable energy production		financial support of Rs. 33287/- by Govt. of Kerala
Digital Plant Library by <b>Botany Department</b>	SDG 15	Comprehensive Idukki flora reference

### Transdisciplinary Community Engaged Research

Newman College, among **18 distinguished institutions** in India selected for **Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE) project**, focuses on sustainable development in Western Ghats, Idukki, Kerala. Under STRIDE, Newman College initiated 21 projects resulting in **4** significant publications, including **2 International and 2 National**. The project addresses Sustainable Development Goals (SDGs).

STRIDE Scholars (Students)	Number
ST	10
SC	11
OBC	22
General	57
TOTAL	100

### STRIDE at a glance

Events	Number
International/National Seminars/Conferences /Workshops	14
Field Visits	4
Published Books	4 ( Two International and Two National )
Articles by Students	76
Students Project	21
Paper Presentations by students	100

### SDGs and STRIDE

SDGs	Activity Done	Outcome/Impact
Goal 4: Quality Education	Workshops & Conferences on Research Methodology and Sustainable Development	<b>Organized 11 conferences, 4 workshops, published 4 books, 21 student projects.</b>  <b>One by students</b>
Goal 5: Gender Equality	Project on <b>Economic Empowerment of Tribals in Idukki District.</b>	<b>6 students</b> analyzed inequality roots, proposed solutions for tribal women's inclusivity.
Goal 6: Clean Water and Sanitation	Project <b>Physico-Chemical Characterization of Water Quality Parameters of Periyar in Western Ghats</b>	<b>Four students</b> analysed water quality
Goal 7: Affordable and Clean Energy	Project on <b>Feasibility of Renewable Energy in the</b>	<b>3 Students</b> evaluated Western Ghats renewable energy

	<b>Western Ghats</b>	feasibility.
Goal 7: Affordable and Clean Energy	Project on <b>Integrated Low Cost Mini-weather Station in Western Ghats</b>	<b>3 Students</b> analysed an Integrated Low-Cost Mini-Weather Station
Goal 8: Decent Work and Economic Growth	Project on <b>Agricultural Practices in Western Ghats</b>	<b>7Students</b> recommended agricultural practices in Marayoor.
Goal 11: Sustainable Cities and Communities	Project on <b>An Analysis of Sustainable Development Strategy for Western Ghats</b>	<b>10 Students</b> Studied sustainable development strategy in Western Ghats
Goal 15: Life on land	Project on <b>Comparative Study on Human wildlife Conflict in Marayoor and Periyar Reserve Regions</b>	<b>3 scholars</b> examined impacts of wildlife conflicts on livelihoods.

### Experiential learning to address SDGs

Various experiential learning strategies were adopted to understand and address SDGs and they are:

Experiential learning Strategy	SDGs addressed	Outcome/ Impact
Decentralized deliberations through field visits, case studies, interviews	SDG13	<b>100 students</b> in STRIDE Project
Science and technology interventions as research work and review	SDG 3	<b>One book chapter</b> on COVID-19 management with <b>4 student coauthors</b>
	SDG 11	<b>3 SCOPUS</b> indexed publications with <b>7 student Co-authors</b>  <b>2 Book chapters</b> with 2 student co-authors
Project works	SDG 3	<b>7 student projects</b> addressed COVID-19 in 2022-2023
	SDG 5	<b>213 student projects</b> addressed gender during assessment year

### Outreach and Community Engagement and SDGs

The activities of outreach and community engagement if the institution are listed below

Activity	SDG addressed	Partnering institute/ agency/ body	Outcome/ Impact



Sasthrapadam and Sasthrajalakam	Goal 4:	Department of Higher Secondary Education	Trained 20 School students in science and technology
Punit Sagar Abhiyan and green initiatives	Goal 6:	Newman Residence Association	Cleaned water bodies, implemented harvesting
Project ORCA and VIRYA	Goal 7:	ASAP, Govt. of Kerala and Department of Power, Govt. of Kerala	One award winning idea on energy conservation and one Prototype
Pachakudukka-entrepreneurship programme	Goal 8:	Kerala Agricultural Development Society	50% students in the campus sells their home grown produce and earn
Composting	Goal 11:	Peerimedu Development Society	Waste management and bioenergy production from vermicompost unit
Establishment of butterfly park	Goal 15:	Social Forestry Department, Govt. of Kerala	Conserved 30 butterfly varieties in open park for community education

### **Institutional Policies; Practices and Global Citizenship**

Institution has various policies and practices to implement SDGs.

#### **Policies of HEI include:**

- Green Campus and Environment/Energy Policy
- Water and Waste management Policy

#### **Practices include:**

- Green Protocol
- Green and Environment Audits
- Green Initiatives
- Flora Documentation
- **Pachathuruttu** : : A green initiative
- Swachh Bharat Abhiyan

#### **Global citizenship:**

- Promotes quality of education by acting as OET (Occupational English Test) exam centre.
- Post graduate students are trained as invigilators

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

### Additional Information :

NAAC 3rd Cycle Recommendations	Action Taken and Outcomes
Introduction of viable value added job oriented courses	<b>78 certificate courses</b> and <b>35 value-added courses, 3 UGC supported Add on Courses</b> were offered
IQAC to play a greater role to create vibrant study environment and academic audit	Newman College registered as <b>SWAYAM-NPTEL local chapter</b> and facilitator of courses via <b>Coursera</b> .  <b>Practical training, internships, fieldwork or project work</b> undertaken by all students Established <b>Institution's Innovation Council</b> , Innovation and Entrepreneurship Development Centre
Strengthening of alumni association to mobilize funds & lend support towards development of college	The <b>alumni</b> contributed a sum of <b>Rs.12,65,380/- as financial support</b>  Alumni support co-curricular activities
More awareness towards professionalism, research work and published work by the faculty be encouraged	<b>14 faculty members</b> as <b>Research guides</b>  Research grant worth <b>Rs 259.76 Lakhs</b>  <b>90</b> publications in UGC CARE listed journals; <b>119</b> books/book chapters by faculty members.
Extensive use of ICT in day to day classroom teaching is need of the hour	<b>100% classrooms</b> are ICT enabled.
Facilities like boys' hostel, RFID in library, sports equipment, washrooms, hygiene, medical be added/improved	Indoor stadium, sports equipment and open gymnasium  Washrooms, hygiene and medical facilities were increased.
Optimum use of infrastructural facilities by students and teachers be ensured	All classrooms and conference halls are ICT enabled, 3 Common Smart Class rooms with interactive panels, computer labs, media lab and other facilities are optimally used.  Optimal use of Library facilities, Sports and arts facilities are also ensured.
The entire campus should be provided with Wi- Fi	The entire campus is Wi-Fi enabled
College may go ahead to acquire autonomous status	Autonomy status is targeted in the next five year plan
Feedback from stakeholders and self appraisal be systematized and utilized properly	The College has a proper feedback system which collects analyses and takes necessary actions on feedbacks.
Infrastructural facilities such as Science labs, language labs, building, classrooms and library furniture be enhanced	Established three science labs, One computer lab, One Media Lab and Research Scholars' room  E block building and A block Annexure building were

added.
Classrooms, labs and library are renovated

## Concluding Remarks :

Newman College, established in 1964, completed 6 decades of service in imparting quality education to the community of Idukki and the neighbouring districts. The College was established by the Corporate Education Agency, Diocese of Kothamangalam as a Minority College to provide Higher Education for the underprivileged community in the high ranges of Idukki. The vision of the College to transform youth through holistic education has been the driving force in the growth of the College over years. Being the first HEI in the district of Idukki, Newman College played a pivotal role in defining the educational paradigm of the district. The Recommendations of the NAAC Peer Team Report of third cycle NAAC Accreditation in 2016 have been well addressed during the quality pursuit of the institution.

Some outstanding achievements of the College are:

- NAAC Accreditation in 2nd and 3rd cycle with A grade
- NIRF ranking of 78th position in 2019
- NAAC Mentor College under UGC Paramarsh Scheme- One mentee Colleges submitted SSR
- Award of prestigious Central government schemes like UGC STRIDE, DBT Star College Status and MHRD RUSA
- Extramural Research grants from SERB, Govt. of India; KSCSTE, Govt. of Kerala
- Best Green Campus Award by Govt. of Kerala
- Best NCC Unit of Kerala and Lakshwadeep region in the year 2019
- Best NSS Unit of Mahatma Gandhi University in the year 2020-2021

The College facilitated technology enabled teaching learning with integration of community engagement and cross cutting issues in the curriculum, promoted innovation and entrepreneurship and student engagement in research and addressed issues of regional, national and international importance through various programmes, research and projects. Newman College, in tune with the institutional vision and NEP 2020; provides holistic education that addresses the global goals of sustainable development and instils clear moral values and social commitment in the youth.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification : 118 Answer After DVV Verification :102</p>																														
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1722</td><td>1353</td><td>1168</td><td>1153</td><td>1293</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1589</td><td>1337</td><td>1168</td><td>1116</td><td>1192</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	1722	1353	1168	1153	1293	2022-23	2021-22	2020-21	2019-20	2018-19	1589	1337	1168	1116	1192										
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1589	1337	1168	1116	1192																											
5.2.1	<p><b>Percentage of placement of outgoing students and students progressing to higher education during the last five years</b></p> <p>5.2.1.1. <b>Number of outgoing students placed and / or progressed to higher education year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>308</td><td>426</td><td>388</td><td>350</td><td>250</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>272</td><td>350</td><td>309</td><td>276</td><td>182</td></tr></table> <p>5.2.1.2. <b>Number of outgoing students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>528</td><td>617</td><td>671</td><td>622</td><td>554</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	308	426	388	350	250	2022-23	2021-22	2020-21	2019-20	2018-19	272	350	309	276	182	2022-23	2021-22	2020-21	2019-20	2018-19	528	617	671	622	554
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
528	617	671	622	554

Remark : Input edited as only list of appointed students given, without appointment letters claim will not be considered. Input edited accordingly.

## 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations