



# **SELF STUDY REPORT**

**FOR**

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

**THE NEW COLLEGE**

NEW NO. 147, OLD NO. 87, PETERS ROAD, ROYAPETTAH  
600014

[www.thenewcollege.edu.in](http://www.thenewcollege.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2022**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

The New college is an autonomous college affiliated to the University of Madras. The college was established in 1951 and is run by the Muslim Educational Association of Southern India (MEASI). The college was inaugurated by Sri. Rajagopalachari, the then Chief Minister of Madras Presidency, on 2 July 1951.

The college started with a humble strength of about two hundred pre-university course students during its inception. It is offering **37** UG and PG programmes, **seven** M.Phil. programmes and **11** research programmes leading to the award of Ph.D. degree, across science, humanities, social science, commerce and management disciplines. The college currently has **313** faculty members and **6187** students. The college has recently added programmes of strategic importances such as B.A. Criminology and Police Administration, B.A. Defence and Strategic Studies, B.Sc., Electronic Media, B.Sc. Computer Science with Data Science, B.Sc. Computer Science with Artificial Intelligence and B. Com. Professional Accounting.

Over the last seven decades, the college has been on a mission to empower the socially as well as academically weaker sections of the society through quality higher education. The significant beneficiaries of the educational opportunities offered by the college include minorities, first generation learners, and other socially disadvantaged sections. The institution offered scholarships and freships worth Rupees 5.2 crores to financially backward students during the last five years.

The college has been in the forefront of social service initiatives, and it has been exploring experiential learning potential of social engagement initiatives. The social services rendered by NSS, NCC, YRC, Rotaract Club and other extension wings in rural areas enabled the college to secure Unnat Bharat Abhiyan (UBA) grant to adopt five villages during the year 2020-21.

### **Key Achievements**

Autonomous status from 2007.

Implemented CBCS pattern in 2008

Accredited with A Grade in the second and third cycles by NAAC.

Secured a place in NIRF Ranking from 2017.

Received Grants from DST-FIST for the development of Science Departments.

Ongoing project funded by DST-SERB.

Introduced Outcome Based Education in 2020-21.

## **Vision**

**“To promote educational and economic equity by helping aspiring and underprivileged youth gain access to quality education and to nurture them into successful model citizens of the country.”**

## **Mission**

“To follow a **5E** holistic development approach that strives to:

- **ELEVATE** underprivileged students with affordable education,
- **EDUCATE** through a qualitative platform and updated pedagogy,
- **EMPOWER** the students by instilling right values, skills and confidence,
- **ENGAGE** students in real life situations and transform them into responsible leaders of tomorrow,
- **EXCEL** in all aspects of governance, education and development.

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

### **Institutional Strength**

- Supportive, informed, participative, caring and visionary Management.
- Over 70 years of exemplary service in empowering the weaker sections of the society through education.
- Financial assistance worth over five crores disbursed in the forms of scholarships and freeships by the management to students from disadvantaged sections during the last five years.
- Autonomous status from 2007 onwards.
- Centrally located campus in Chennai
- 20:1 students–faculty ratio.

- Faculty qualification profile – 164 faculty members with Ph.D. degree and 54 research supervisors.
- A wide choice and a mix of need based, traditional and contemporary subjects offered through various programs.
- Experiential Learning through Social Engagement.
- State-of-the-art infrastructure and library.
- 42 MoUs with institutions and other organisations including industries.
- 109 Value added courses offered during the last five years.
- Research publication and citations – 26,364 total citations with i-10 index of 741 since 2017, as per the Google Scholar data, 4221 total citations as per the details available on the IRINS Instance of the college.
- Outreach and extension activities in the neighbourhood and adopted villages integrated in the curriculum.
- Green and eco-friendly campus with 50 kva Solar Panels, Bio-Gas plant and grey water recycling facility.
- Close proximity to national and international libraries and research centres.
- Special employment enhancement initiatives such as common course on Employability Skills, and placement training.
- Free accommodation in Hostel and Concession in Tuition fee for Physically / Visually Challenged Students.
- E-Governance

### **Institutional Weakness**

- City-based campus with limited space for expansion.
- Weaker emphasis on research due to the larger intake of first generation learners.
- Fewer patents.
- Insufficient enrolment of students from other states and foreign countries.

### **Institutional Opportunity**

- Offering twinning programmes in collaboration with foreign and Indian Universities.
- Upgrading all PG departments into Research centres and all UG departments to PG departments.
- To become an Institution with Potential for Excellence.
- Enhancing private funding for research.
- Enhancing innovation, incubation and entrepreneurship park/facilities.
- Introducing programmes on areas of strategic importance.
- Adopting the provisions in the National Education Policy – 2020 for empowering the socially disadvantaged sections and to explore the possibility of upgrading the college into a degree awarding institution.

### **Institutional Challenge**

- Orienting students towards studies despite the distractions in the digital age.
- Offering hybrid learning to all the students.
- Difficulty of attracting students for higher studies and research.
- Making the old buildings barrier-free for the differently abled

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The New College has been periodically revising the curriculum ever since 2007, the year the college became autonomous. The introduction of the Choice Based Credit System (CBCS) in 2008 enabled the college to bring in more flexibility and focus on skill development.

The curriculum revisions undertaken by the college have been driven by the local, regional, national and international needs. The college introduced Outcome Based Education (OBE) in 2020, which enhanced the flexibility and orientation towards learning outcomes. Besides, the implementation of the OBE system helped the college to give added attention to field projects, internships, and student projects.

In order to equip the students to face the changing demands of employment in the emerging global economy, additional certifications and MOOC courses were provided in addition to the regular curriculum. The curriculum offered by the college has also been informed by cross-cutting issues relevant to the pressing

concerns of contemporary times, including gender sensitivity, environmental consciousness and the universal human values.

The college offers 37 UG and PG programmes across Arts, Science and Commerce streams, and research leading to Ph.D. in eight departments. M.Phil. programmes were offered by seven departments in the college till 2021-22 academic year.

During the last five years, the college offered a total of 2108 courses out of which 426 were new courses. In addition, 109 value added courses were offered by the departments during the period. Average enrolment percentage for Value Added courses during the last five years was 31.36%

The college relied extensively on the periodic feedback from various stakeholders, and the analysis of the feedback resulted in addressing the shortcomings and fostering the strengths of the curriculum offered by the college.

### **Teaching-learning and Evaluation**

The New College follows student-centric methods in teaching.

The college maintains transparency in admissions and ensures diversity in the students enrolled in the college.

Separate programmes like bridge courses, remedial classes, mentoring, have been carried out by the departments to address the special needs of slow learners. The advanced learners are provided with access to MOOC courses, in addition to engaging them in seminars, paper presentations and peer mentoring.

The overall teacher: students ratio in the college in the past five years was 20:1.

ICT tools and LMS are widely used in teaching.

The teaching, learning, and evaluation system followed by the college was also enriched by the support received by the students from the mentoring system.

The average mentor mentee ratio in the college has been 20:1 during the last five years. The college was able to maintain the average percentage of full time teachers against sanctioned to **97.35%** in the last five years.

The average percentage of full time faculty with Ph.D. was **39.57%** from 2016 to 2020.

The average teaching experience of full-time teachers in the same institution was **11 years** in the same period.

The academic activities of the college are always driven by a clearly defined academic calendar and teaching plans.

The college was able to declare the results within an average of **15 days** after the publication of results.

Complaints registered by students on evaluation were below 0.5% during the last five years.

The college improved its examination system significantly through IT integration and related reforms like the

online submission of internal marks by faculty members, and online examinations during the pandemic.

Programme outcomes and course outcomes for all programmes are communicated to students regularly through website, notice boards and teachers.

The institution evaluated the attainment of programme and course outcomes.

The average pass percentage was 92.4% during the last academic year.

The college conducts annual Student Satisfaction surveys to improve the teaching learning process.

### **Research, Innovations and Extension**

The steering committee for the Centre for Multidisciplinary Research and Innovation (CMRI) headed by the Dean of research serves as the Research Advisory committee of the college and coordinates all the research activities. In addition to the research leading to Ph.D. in eight departments, the college promotes research projects, quality publications, and various training programmes on research methodology and IPR as per the directions of its research policy.

The college provides seed grants for research, publication, and project work. The frequently updated research facilities of the college are utilised by research scholars and faculty members for doctoral research and project works funded by various agencies. The college has 49 research supervisors.

The college is a registered member of the Institutional Innovation Council (IIC) of the Ministry of Education. The Innovation, Incubation, and Entrepreneurship Cell (IIEC) of the college coordinates all activities related to the innovation and incubation.

The faculty members of the college published 538 quality research papers and 380 books / book chapters during the last five years

The college conducted extension activities in the neighbourhood, and adopted villages, to sensitise students on social issues during the last five years. This includes **370** outreach programmes were conducted by the NSS, NCC, YRC, Rotaract Club and other clubs during the last five years. The college adopted five villages under UBA 2.0 scheme in 2020-21.

All the 88 classrooms, 17 seminar halls and in the college are ICT enabled, and the college has been using an LMS facility for enhancing teaching and learning activities.

### **Infrastructure and Learning Resources**

The New College is centrally located in a 13 acre green campus in Chennai city. The college provides an atmosphere conducive for the all round development of students. The 30,804 sq. mts. built-up area spread out in six blocks in the college houses facilities including 88 well-ventilated and spacious classrooms, 48 laboratories, two museums, a state-of -the art library, a fitness centre, 17 seminar halls, a 2.5 acre playground, a world-class Auditorium with a capacity of 1000, and a hostel with 190 rooms to accommodate 550 students.

The campus is friendly for differently abled students as it has a barrier free environment, wheelchairs, tactile path in the main entrance to the college, ramps, lifts and differently-abled friendly washrooms. The visually challenged students are provided with screen reading software.

The library is automated with an Integrated Library Management System (ILMS), and the college is in the process of upgrading it with the new ERP system being implemented for enhancing e-governance throughout the college.

The college offers a safe environment for both students staff. Adequate safety facilities like fire extinguishers, and security cameras are place at strategic locations.

The college has established a solar plant with 50 kva capacity to join the global green initiatives. Biogas plant in the campus is yet another green initiative of the college, which can save energy equivalent to three cylinders of LPG. Three generators are used to provide uninterrupted power supply for important teaching, learning, evaluation and administration facilities in the campus.

The IT resources of the college are regulated by a well-defined IT Policy. The IT facilities in the college include high speed internet connectivity, Wi-Fi access in classrooms and faculty rooms, and cybersecurity facilities like Firewall.

The college has over the years developed well-developed protocols for maintaining the infrastructural and learning facilities, including laboratories.

The entrepreneurial development facilities available in the campus include a mushroom cultivation unit, a bio-fertiliser unit and an ornamental fish cultivation facility.

The campus has a bank extension counter and ATM. The recently renovated mosque in the campus caters to the spiritual needs of students and staff.

### **Student Support and Progression**

In pursuance of its vision to promote educational and economic equity by helping aspiring and underprivileged youth gain access to quality education, The New College, has evolved a well-structured mechanism for student support and progression.

Students from less privileged background are supported by the management of the college through scholarships, in addition to facilitating students' applications for all the eligible government scholarships. During the last five years, the college management provided scholarships worth 5.23 crores.

With the objective of making students employable and self-reliant, the college conducts capacity and skill development courses and special programmes. During the last five year, the college conducted **more than a hundred** capacity development programmes. While the Competitive Examination Cell of the college prepares students for competitive examinations for public sector jobs and higher studies, the Career Guidance and Placement Cell arranges training programmes and campus placement drive for private sector jobs. During the 2020-21, among the 1763 passed out students 285 students were placed and 250 students progressed to higher education.



The college has a democratically elected Students' Council. The office-bearers of the council represent students of the college in various committees. The Students' Council manages the activities of Sectional Associations at the department level, and organises cultural programmes and intercollegiate competitions, at the college level.

The students of the college are encouraged to participate in Sports and cultural activities within and outside the college and regularly bring laurels to the college.

The alumni of the college actively participates in the developmental activities of the college and provides scholarships to the meritorious students from financially backward sections. During the last five years, the alumni contributed over **60 lakhs** for the development of the college. The most recent alumni contributions include a basket ball court built at a cost of **20 lakhs**.

The college has a robust grievance redressal mechanism, which has brought down ragging cases to zero during the last five years. The grievance redressal cell of the college collects grievances of students by using the online grievance submission mechanism in the college website and the complaint boxes kept near the college office.

### **Governance, Leadership and Management**

The governance and management of the college is directed by its vision, mission, and the principles of participative management. The college is run by a not-for-profit society founded in 1901.

The management committee includes visionaries, philanthropists, and industrialists from the top level managing body of the college. Being an autonomous institution, all the decisions of the college are approved by the Governing Body.

The ladder of management also includes Academic Council, College Council, Principal, Officials like Controller of Examinations, Deans, and Heads of Departments. The participative management system ensures the participation of all stakeholders in the decision-making process.

The IQAC participates in the administration of the institution by instilling quality and benchmarking in all the activities of the institution. Further, the IQAC takes the responsibility for drafting policy documents, proposing changes in policies, and preparing strategic plans for the institution. It relies on the annual internal and external audits and feedback collection and analysis to maintain quality in academic as well as administrative matters. Besides, the data collection drives help the IQAC to recognise faculty, staff, and departments for excellence in their activities.

The major sources of income for the management are the generous donations from philanthropists and the fees from self-supporting programmes. The college also relies on the donations from the alumni to address its developmental needs.

The college takes extensive care of the welfare of its staff and students, by promoting higher education of the faculty and by providing financial assistance during emergencies. In 2020-21, the college provided 56 laptops to faculty members on interest free instalment basis.

The college conducts annual internal and external audits of accounts to ensure transparency and accountability. The systems of financial control in existence ensures that the resources are utilised meticulously and wisely. The accolades won by the institution and its NIRF ranking stands as evidence of the effectiveness of its

governance and management.

### **Institutional Values and Best Practices**

The New College is known for its sustained commitment to elevate and empower the underprivileged and academically weaker sections through quality education. The college empowers the weaker sections using privileges provided to it as a minority institution, and through the regular financial support to the less privileged in the form of scholarships and freships. The college disbursed scholarships to the tune of 5.2 crores during the last five years, in addition to various government private scholarships.

The college takes conscious steps to sensitise students on gender equity by conducting regular programmes.

As part of its effort to join the global green campaigns, the college has taken green initiatives like conservation of the rich flora in the campus, use of energy saving measures like using LED lights, establishing solar power generation facilities and a biogas plant.

The new College considers waste management as an ethical responsibility of the institution. Standard procedures are in place for managing waste, which included recycling solid and liquid waste adopting composting techniques, and grey water treatment. The college conducts regular environment, energy and green audits.

The college campus is barrier-free and is friendly for the differently abled and Divyagnan.

The college has well-defined codes of conduct for students, teachers and administrators, and conducts periodic programmes for creating awareness on following the code of conduct.

The mission of the college is to follow a 5E holistic approach to excel in all aspects of higher education. The best practices of the college include, Experiential Learning through Social Engagement, and Employability Enhancement Measures.

## 2. PROFILE

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### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	THE NEW COLLEGE
Address	New No. 147, Old No. 87, Peters Road, Royapettah
City	Chennai
State	Tamil Nadu
Pin	600014
Website	<a href="http://www.thenewcollege.edu.in">www.thenewcollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S. Basheer Ahamed	044-28350297	9487351772	-	thenewcollege600014@gmail.com
IQAC / CIQA coordinator	Anvar Sadhath V P	044-28351269	9884159683	-	sadathvp@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Men
By Shift	Regular Day Evening

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

<b>Establishment Details</b>	
Date of Establishment, Prior to the Grant of 'Autonomy'	02-07-1951
Date of grant of 'Autonomy' to the College by UGC	24-09-2006

<b>University to which the college is affiliated</b>		
State	University name	Document
Tamil Nadu	University of Madras	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
Under Section	Date	View Document
2f of UGC	01-01-1957	<a href="#">View Document</a>
12B of UGC	01-01-1957	<a href="#">View Document</a>

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

<b>Recognitions</b>	
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?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	New No. 147, Old No. 87, Peters Road, Royapettah	Urban	13.4	30804

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Arabic	36	HSC	English	50	29
UG	BCom,Bank Management	36	HSC	English	50	50
UG	BSc,Biotechnology	36	HSC	English	50	21
UG	BSc,Botany	36	HSC	English	50	32
UG	BBA,Business Administration	36	HSC	English	162	158
UG	BSc,Chemistry	36	HSC	English	100	80
UG	BCom,Commerce	36	HSC	English	556	554
UG	BCA,Computer Applications	36	HSC	English	133	132
UG	BSc,Comput	36	HSC	English	182	146

	er Science					
UG	BCom,Corporate Secretaryship	36	HSC	English	233	232
UG	BA,Economics	36	HSC	English	70	60
UG	BA,Economics	36	HSC	English	81	79
UG	BA,English	36	HSC	English	58	56
UG	BA,History	36	HSC	English	58	54
UG	BCom,Information Systems Management	36	HSC	English	50	50
UG	BSc,Mathematics	36	HSC	English	70	33
UG	BSc,Physics	36	HSC	English	100	53
UG	BA,Sociology	36	HSC	English	58	50
UG	BA,Tamil	36	HSC	English + Tamil	70	49
UG	BA,Urdu	36	HSC	English + Urdu	20	14
UG	BSc,Zoology	36	HSC	English	50	50
UG	BCom,Accounting And Finance	36	HSC	English	81	81
UG	BSc,Information Technology	36	HSC	English	50	33
UG	BA,Criminology And Police Administration	36	HSC	English	70	44
UG	BA,Defence And	36	HSC	English	70	19

	Strategic Studies					
UG	BSc,Electronic Media	36	HSC	English	50	10
PG	MA,Arabic	24	UG	English	20	20
PG	MSc,Botany	24	UG	English	26	21
PG	MSc,Chemistry	24	UG	English	29	19
PG	MCom,Commerce	24	UG	English	86	70
PG	MSc,Computer Science	24	UG	English	26	26
PG	MSc,Computer Science	24	UG	English	26	26
PG	MCom,Corporate Secretaryship	24	UG	English	30	19
PG	MA,Economics	24	UG	English	20	19
PG	MA,English	24	UG	English	30	26
PG	MA,History	24	UG	English	20	20
PG	MSc,Mathematics	24	UG	English	30	16
PG	MSc,Physics	24	UG	English	26	26
PG	MA,Tamil	24	UG	Tamil	40	15
PG	MSc,Zoology	24	UG	English	18	15
Doctoral (Ph.D)	PhD or DPhil,Arabic	36	PG	English	18	10
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	PG	English	34	13
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	PG	English	34	24
Doctoral	PhD or DPhil	36	PG	English	24	24

(Ph.D)	I,Economics					
Doctoral (Ph.D)	PhD or DPhil,Englis h	36	PG	English	22	18
Doctoral (Ph.D)	PhD or DPhil,Physic s	36	PG	English	26	16
Doctoral (Ph.D)	PhD or DPhil,Tamil	36	PG	Tamil	30	18
Doctoral (Ph.D)	PhD or DPhi l,Zoology	36	PG	English	34	17
Pre Doctoral (M.Phil)	MPhil,Arabi c	12	PG	English	12	5
Pre Doctoral (M.Phil)	MPhil,Chem istry	12	PG	English	12	0
Pre Doctoral (M.Phil)	MPhil,Com merce	12	PG	English	9	9
Pre Doctoral (M.Phil)	MPhil,Econo mics	12	PG	English	6	2
Pre Doctoral (M.Phil)	MPhil,Englis h	12	PG	English	12	9
Pre Doctoral (M.Phil)	MPhil,Tamil	12	PG	Tamil	8	0
Pre Doctoral (M.Phil)	MPhil,Zoolo gy	12	PG	English	12	0

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



<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				40				105			
Recruited	0	0	0	0	40	0	0	40	105	0	0	105
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				168			
Recruited	0	0	0	0	0	0	0	0	165	3	0	168
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				32
Recruited	32	0	0	32
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				85
Recruited	70	15	0	85
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	16	0	0	16
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	29	0	0	135	2	0	166
M.Phil.	0	0	0	11	0	0	108	0	0	119
PG	0	0	0	0	0	0	27	1	0	28
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	5552	79	4	8	5643
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	573	12	0	2	587
	Female	34	0	0	0	34
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	27	0	0	0	27
	Female	10	1	0	0	11
	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
Pre Doctoral (M.Phil)	Male	13	0	0	0	13
	Female	12	0	0	0	12
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	114	97	77	73
	Female	1	0	0	0
	Others	0	0	0	0
ST	Male	2	2	3	5
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	1929	1999	1826	1676
	Female	13	0	0	0
	Others	0	0	0	0
General	Male	25	9	18	13
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	3	2
	Female	0	0	0	0
	Others	0	0	0	0
Total		2084	2107	1927	1769

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

<b>Department Name</b>	<b>Upload Report</b>
Accounting And Finance	<a href="#">View Document</a>
Arabic	<a href="#">View Document</a>
Bank Management	<a href="#">View Document</a>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Business Administration	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Applications	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Corporate Secretaryship	<a href="#">View Document</a>
Criminology And Police Administration	<a href="#">View Document</a>
Defence And Strategic Studies	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Electronic Media	<a href="#">View Document</a>
English	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Information Systems Management	<a href="#">View Document</a>
Information Technology	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Tamil	<a href="#">View Document</a>
Urdu	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The New College offers academic programmes in
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diverse disciplines which include arts, humanities, commerce, science and management. The college is currently offering programmes of strategic importances such as B.Sc. Advanced Zoology and Biotechnology, B.Sc. Plant Biology and Plant Biotechnology, B.A. Defence and Strategic Studies, B.A. Criminology and Police Administration and B.Com. Information Systems and Management with an inclusion of major and allied subjects. Two more programmes are to be introduced by the college (from the next academic year) viz., B.Sc. Computer Science with Data Science and B.Sc. Computer Science with Artificial Intelligence include major and minor subjects. The autonomous status enabled the college to frame its own curriculum, and it is offering multidisciplinary and interdisciplinary courses in the existing Choice Based Credit System (CBCS) followed in all the UG and PG programmes offered. Students in each major subject are given the choice to study other subjects under components like Allied, and Non-Major and Skill Based Electives in the UG programmes. Extra disciplinary electives are also available in a few PG programmes in the college. Besides, the college has been trying to enrich the CBCS pattern followed in the curriculum with more flexibility in selecting electives under various programmes. With the objective of promoting interdisciplinary education and the combination of minor and major subjects from different disciplines recommended by the NEP, the college has recently clustered the departments under six schools. The implementation of the NEP by the affiliating University is expected to enable the college to offer more multidisciplinary and interdisciplinary programmes, with one major and one or more minor subjects, utilising the existing resources in the college. If the college is provided with greater autonomy, as envisioned in NEP, it will be able to design and offer multidisciplinary and interdisciplinary programmes on its own.

2. Academic bank of credits (ABC):

As part of the preparations for implementing the NEP, the college has formulated an expert committee. The committee is awaiting instructions from the affiliating University on implementing the ABC system. In the meantime, the college has registered on the National Academic Depository (NAD), as a first step towards implementing ABC.

	<p>The college will soon be able to streamline the issuance of mark statements to the students through the NAD. Gradually, other certificates issued to the students such as certificates for value added courses are proposed to be distributed through the NAD. Once the NEP is implemented by the affiliating University, all the certificates earned by the students including the degree awarded by the University will be made available on the NAD portal. Besides, the regular submission of academic credentials of students on NAD will result in the digital storage and transfer of credits earned by the students on the ABC portal.</p>
<p>3. Skill development:</p>	<p>The New College migrated to the Choice Based Credit System (CBCS) in the 2008-2009 academic year. Ever since, there has been a consistent focus on promoting skill development among students. Skill development is offered by the college in several ways. Firstly, the core courses offered by different departments give optimum importance to skill development through practicals, experiential learning and problem solving methodologies. Secondly, courses grouped under Part-IV in UG and Part-II in PG focus on developing general skills needed for employment including soft skills, life skills, computing skills and presentation skills. Thirdly, all the major departments in the college offer value-added courses with the objective of enhancing the skill sets of students. In addition, the promotion of entrepreneurship and innovation among students through the activities initiated by the Institutional Innovation Council (IIC) is expected to create graduates with necessary skills and motivation for self employment and entrepreneurship. The implementation of NEP is expected to accelerate the thrust on skill development through added emphasis on internships, field projects and student projects.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The New College has regularly integrated Indian culture, Indian tradition and knowledge systems in its curriculum. Various departments in the college have prescribed courses and subjects related to Indian knowledge traditions. For instance, the Department of History imparts education on topics like Indian art and architecture, Indian science, cultural heritage of India, Indian literature, history of traditional Indian medicines, and Vedic philosophy, under various courses. The course on the History of Economic</p>



thought offered by the Department of Economics includes units on Indian economic thought. The Department of Sociology offers courses on social and family systems and traditions in India, Indian anthropology, and diverse belief systems followed in India. Further, the literature departments of the college offer studies in regional literatures in India and Indian literature in English. The college has three departments teaching Indian languages viz., Tamil, Hindi, and Urdu. While Tamil and Urdu Departments offer foundation courses as well as major programmes, the Department of Hindi offers foundation courses in Hindi. The texts prescribed in all these language departments directly or indirectly celebrate and promote Indian culture and traditions. The Department of Tamil has been teaching courses on Sangam era literature, besides medieval and modern Tamil literature. The college would enhance the integration of Indian knowledge systems in the teaching learning activities, in general, and introduce topics related to Indian knowledge in UG, PG programmes in Mathematics, Physics and foundation courses in Hindi, in particular, after the implementation of NEP. In addition, the college proposes to establish a dedicated online learning platform for offering courses on diverse subjects including Indian philosophy, literature and culture.

5. Focus on Outcome based education (OBE):

The New College implemented the outcome-based curriculum framework from the academic year 2020-21. The implementation of OBE based curriculum helped the college in clearly defining the outcome of the programmes and courses offered by the college. The revision of the syllabus was used as an opportunity to streamline the Bloom's Taxonomy based system of assessment. The college expects to achieve greater precision in defining the outcomes of each programme and bring in necessary changes in teaching and learning to suit the demands of the OBE system, after the implementation of NEP. The implementation of OBE is also expected to help the college create highly skilled graduates who will contribute towards sustainable development of the country. The college would also increase the frequency of competitions and programmes on yoga, fine arts, and chess.

6. Distance education/online education:

The New College is keen on establishing an online learning platform with the objective of extending the

educational resources and expertise available in the college to a larger audience from across the globe. The introduction of the NEP is expected to help the college realise this long-cherished desire. The pandemic situation has enabled the college to procure necessary technology in implementing the online education. Besides, the college has been using hybrid mode of learning to enhance the learning experiences of students. Establishment of facilities like Media Centre has made the college capable of offering online degree courses, if required permission is granted. The college wants to use the online education opportunities in two ways. Primarily, the online learning platform will be used to offer parallel online learning to the students enrolled in the college. Secondly, the same platform will be utilised to offer affordable open online education using the teaching and technological resources available in the college. (hybrid/online)

# Extended Profile

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## 1 Program

### 1.1

#### Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
37	37	32	32	32
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 1.2

#### Number of departments offering academic programmes

Response: 22

## 2 Students

### 2.1

#### Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5844	5467	5280	5098	5138
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2.2

#### Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1763	1495	1173	1073	1148
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2.3

### Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6236	5443	5131	5057	4986
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2.4

### Number of revaluation applications year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

## 3 Teachers

### 3.1

#### Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
978	911	845	839	841
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.2

#### Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
294	275	257	266	257
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.3

### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
294	280	266	277	268
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 4 Institution

### 4.1

#### Number of eligible applications received for admissions to all the programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6903	7638	6516	4350	4441
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
910	926	808	721	722
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 4.3

#### Total number of classrooms and seminar halls

Response: 105

### 4.4

#### Total number of computers in the campus for academic purpose

Response: 467

## 4.5

### Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
294.25	865.41	564.44	380.21	436.32

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

The New College offers higher education opportunities to students in 37 programmes across arts, science and commerce streams. In addition to this, the college also offers research programmes leading to degrees such as M.Phil. and Ph.D. The autonomous status enabled the college to frame and revise curriculum periodically to suit the requirements of the changing times. In addition to aiming at the holistic development of the students, the curriculum is consciously designed to cater to the local, regional, national and global needs. Besides, developments in diverse disciplines and the changing expectations of the employers are considered while framing the curriculum.

The college follows the Choice Based Credit System (CBCS) recommended by the UGC, the University of Madras and The Tamil Nadu State Council for Higher Education (TANSCHE). The college implemented the Outcome Based Education (OBE) framework in the 2020-21 academic year, and the curriculum was revised to incorporate Programme Outcomes (POs), Programme-Specific Outcomes (PSOs) and Course Outcomes (COs).

Systematic curriculum design, revision and development are followed taking into consideration benchmarking with peer institutions, feedback from the stakeholders, and inputs from Curriculum Development Council (CDC) and IQAC. While the course structure followed by the departments is designed by the CDC, scrutiny of the syllabus is carried out by the IQAC for compliance to guidelines of the regulatory agencies. The curriculum offered by each Department is primarily approved by the departmental Board of Studies before presenting it to the Academic Council for approval. Besides, the college takes every effort to get the curriculum validated by the experts from different fields in addition to the scrutiny by the Board of Studies.

The college offers need-based, society driven, industry relevant academic programmes aligned with the objectives of the state and the Indian government. The main driving force behind curriculum development was the policies and projects of the state and central governments like **Tamil Nadu Vision 2023** document, the adoption of the **Sustainable Development Goals** by Tamil Nadu, recent central government projects including **Atmanirbhar Bharat Abhiyaan** or Self-reliant India, and **Start Up India**. For instance, in 2019-20 the college introduced M.Sc. Botany keeping in mind the added emphasis on biological sciences, in general, and in the context of central government projects like **The National Mission on Biodiversity and Human Well-Being**, and **National Biotechnology Strategy 2021-2025**, in particular.

Likewise, programmes like B.Sc. Information Technology was thought of as significant to prepare students in the context of Digital India Mission and Make in India Mission of the country. Similarly, B.A. Criminology and B.A. Defence and Strategic Studies, and B.Sc. Electronic Media were introduced recently as they are strategically important in the changing job opportunities in India. The global demand for

workforce from India, in such fields as business process outsourcing, medical coding and Information technology, was also taken into account while revising the curriculum. On the whole, the outcomes envisioned by the programme offered by the college stresses the commitment to make students employable in the emerging times.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

**Response:** 100

#### 1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 37

#### 1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 37

<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

**Response:** 100

#### 1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
978	911	845	839	841



<b>File Description</b>	<b>Document</b>
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>Response: 20.21</b></p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 426</p>	
<p>1.2.1.2 <b>Number of courses offered by the institution across all programmes during the last five years.</b></p> <p>Response: 2108</p>	
<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
<p><b>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p><b>Response: 100</b></p>	
<p>1.2.2.1 <b>Number of Programmes in which CBCS / Elective course system implemented.</b></p> <p>Response: 37</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<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 into the Curriculum

#### Response:

The curriculum offered by The New College across its diverse programmes is characterised by a thrust on developing qualitative abilities such as professional ethics, gender sensitivity, environmental awareness and human values that are essential for the all-round development of graduates today. In fact, the primary guiding force for promoting these qualities in the curriculum is the vision of the college that stresses on inclusivity, equity and empowerment. As a primary initiative in this direction, the college offers a common course under Part IV, titled Employability Skills, which includes units covering universal human values, professional ethics and business ethics, code of conduct in the workplace, and the general etiquettes to be followed in different walks of life, including workplaces.

All the programmes offered by the college contain courses and units aiming at developing **Professional Ethics**. For instance, firstly, the majority of courses in commerce and management streams relating to Management, Accounting, Statistical Analysis, Taxation, Human Resource Management, leadership, managerial economics, entrepreneurial development, business communication, Business Ethics, Bio Ethics, and banking, emphasise professional ethics. Secondly, the courses offered in humanities and social science also directly or indirectly promote professional ethics, through such topics as dependability, trustworthiness, teamwork, time management, loyalty and commitment. Whereas, scientific disciplines inculcate professional ethics by orienting students on fair practices in experiments and in the use of science for human progress, through courses dealing with research methods and Intellectual Property Rights.

The college promotes **Gender** sensitisation, equity and non-discriminatory practices primarily through value education, soft skills, and employability skills. Besides, specific courses like Gender Studies, Literary and Cultural Theory, Sociology of Development, and Rural Economics emphasise various aspects of women empowerment. As part of the efforts to extend gender sensitisation beyond the curriculum, the college periodically conducts special programmes to sensitise students on gender issues.

A separate course on Value Education is offered to all UG students under Part IV with the objective of promoting **Human Values**. The soft skill component offered to PG students under Part II also incorporates values that are essential for all professionals. Courses such as Human Rights, Gandhian Studies, Labour and Industrial Law, Human Resource Management, Bhakti Literature, and Disability Studies offered by the Humanities and Social Science departments also promote human values. Further, a course in Research

Ethics is mandated for all scholars pursuing Ph.D. In addition, the syllabus for foundation courses in English and other languages include lessons that impart essential human values.

**Environment and Sustainability** is inculcated through a mandatory course in Environmental Science for all the UG programmes under Part IV. Besides, the science departments of the college offer environment-related courses and study units like Environmental Biology and Wild-Life Management, Green Chemistry, Plant Ecology, Global Warming and Climate Change, Horticulture, Vermiculture, Industrial and Environmental Biotechnology. Moreover, science departments offer Value Added Courses to inculcate environmental awareness. Further, the college has a research unit dedicated for studies on Biodiversity and Environmental Biology. Humanities and Social Science departments offer core and elective courses like Ecosystem and Society and Ecocriticism.

<b>File Description</b>	<b>Document</b>
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.**

**Response:** 109

#### **1.3.2.1 How many new value-added courses are added within the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
58	18	11	11	11

<b>File Description</b>	<b>Document</b>
List of value added courses (Data Template)	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**

**Response:** 31.36

**1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4215	2130	836	778	752

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**

**Response:** 40.31

**1.3.4.1 Number of students undertaking field projects / internships / student projects**

Response: 2356

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni**

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

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

#### **1.4.2 The feedback system of the Institution comprises of the following :**

**Response:** A. Feedback collected, analysed and action taken and report made available on website

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 83.57

##### 2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2084	2107	1927	1769	1768

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

2020-21	2019-20	2018-19	2017-18	2016-17
2579	2627	2295	2045	2047

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 91.56

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
770	784	761	684	718

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

The New College is committed to providing equal learning opportunities to all the students, irrespective of their level of learning and skill acquisition. The **Teaching Learning policy** of the college clearly defines the way the college identifies slow and advanced learners and address their special learning requirements. As an institution that admits a large number of students from socially challenged sections, the college has felt the necessity to take into consideration the heterogeneity of students to make all the students achieve the outcomes envisioned in the curriculum. Primarily, to help the newly admitted students cope with the college level education, every department devotes the classes of the first seven working days as a **Bridge Course** on the major subject/language. This is in addition to the general Induction Programme conducted by the college for all the newly admitted students as per the **Deeksharambh** guidelines of the UGC. The departments conduct an aptitude test on the fundamentals of the subjects taught by them at the beginning of the Bridge programme to assess the learning level of the students. The results of the same test are also relied upon to identify slow and advanced learners. In order to ensure meaningful education to all the students, the college takes special care in bringing the slow learners to the mainstream. The college assesses the learning levels of students in each semester by using the following methods: in the first semester, slow learners are identified, based on the marks secured in the qualifying examination and the results of the Aptitude Test conducted by the department after admission; in the following semesters II-VI, slow and advanced learners are identified based on the performance in the Internal and External assessments, class tests and teachers' observations during the previous semester. In both instances, students who score less than the class average are treated as slow learners and students who score at least ten percent more than the class average as well as those who excel in classroom and other academic activities are treated as advanced learners.

In addition to the common bridge programme, the initiatives taken for slow learners include **remedial coaching, special classes and lectures, peer-tutoring, personalised assistance by mentors**, and supply of **additional learning materials**. Departments are empowered to adopt methods suitable for their discipline, considering the special needs of slow learners in their subjects. Whereas, the special needs of advanced learners are addressed by encouraging them to present papers in seminars within and outside the college, engage in field projects, student projects, internships, and participate in MOOCs (**NPTEL / EdX / Coursera** etc.) facilitated by the college. Besides, the college provides seed grants to advanced learners for project works, appoint them as peer mentors, and offer them training for competitive examinations. The interactions with parents conducted every semester on **Open Days** are also utilised to gain insights on the needs of students. Mentors and class counsellors are entrusted with the responsibility of providing necessary additional support to both the slow learners and advanced learners.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

<b>2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)</b>	
<b>Response:</b> 20:1	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

<p><b>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b></p> <p><b>Response:</b></p> <p>Student-centeredness is one of the core values adopted by The New College. The mission statement of the college emphasises the commitment to enable students identify their potential and skills and become successful in life and career. The college has been consistently innovating the teaching and learning methods in accordance with the changing trends in Higher Education taking into account the learning styles of students. In addition to the general focus on experiential learning, participative learning and problem-solving skills, the college follows different types of student-centric methods like practical classes, demonstrations, field trips, group projects, internships, group discussions, and learning through Open Online courses. In fact, the college considers internships, field projects and student projects as important student-centric initiatives especially in PG Levels.</p> <p>With the aim of promoting student-centric methods, the college has trained the teachers in outcome-based education and methods like andragogy and heutagogy. The curriculum was also revised recently to incorporate the changes in teaching methodologies like OBE. As a result of these efforts, departments have incorporated activities that include problem-solving, learning by doing, group discussions as part of the classroom activities. Besides, laboratory experiments were further streamlined to prioritise practical learning over theoretical learning. Further, there is an added emphasis on field work , individual and group projects, internships and service learning as part of the emphasis on <b>experiential learning</b>. For instance, science students visit industries and centres related to their subject of study. Departments like sociology and history incorporated such activities as museum and archive visits and internship in social service organisations. The social work wings including the NSS, Rotaract Club and Youth Red Cross conduct activities that enable learning through social service in the neighbourhood and adopted villages. <b>Experiential Learning through Social Engagement (ELSE)</b> is one of the best practices of the college. In addition to the regular practical examinations in science disciplines, practical tests are incorporated in courses like Employability Skills, where the skills of students are assessed through presentations, group</p>
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discussions and interviews. Likewise, role play and dramatisations are used to enhance the learning experience in subjects like literature.

To promote **participative learning**, students are primarily encouraged to take active part in classroom discussions, lab work, pair works and group works. Secondly, certain subjects are taught through group tasks, group discussion and group presentations. In order to extend participative learning beyond the classroom, students are assigned group tasks to be completed after the class hours, and the results of which are subsequently presented in the classroom. Advanced learners in each department are also motivated to present papers in seminars.

**Problem-solving skills** are promoted through case studies, brainstorming and other classroom tasks. As the college considers critical thinking and creativity as core skills for employability in the emerging times, students are assigned tasks that develop these skills.

The promotion of online learning through collaborations with MOOC platforms initiated by the college helped many students to learn from self-paced online courses. Apart from being a local chapter for NPTEL-SWAYAM, the college has established collaboration with international MOOC platforms like edX and Coursera.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

The New College has always been sensitive to the changes taking place in the field of higher education. Ever since ICT tools became available, the college took initiatives to equip its faculty members to use these tools by providing them adequate training. Besides, teachers are encouraged to pursue online courses to gain expertise on the advances in the use of online teaching tools. Moreover, the management of the college supported the faculty members by providing them 56 laptops worth over 30 lakhs on interest free installments.

The college has a well-equipped ICT infrastructure for teaching and learning. The college campus is wi-fi enabled with a current bandwidth of up to **2.5 GBPS**. Further, the web administration centre maintains servers used for in-campus data management with a combined capacity of **13 TB**. All the classrooms, smart rooms and seminar halls in the college are ICT enabled with internet connectivity and projectors. Teachers of the college widely use slide presentations, video illustrations, online lectures, virtual dissection tools, browser extensions, Online Quiz tools, other educational websites, and the online ICT tools provided by the Ministry of Education in their teaching.

The college depended on its **G-Suite membership** to provide unlimited space and usage of LMS systems

like Google Classroom, particularly during the pandemic. The LMS is utilised to supplement the offline or live online classes. Google Classroom became handy for conducting examinations, online quizzes, internal assessments and for collecting assignments from the students. As the students were provided with institutional email addresses, the college was able to effectively monitor the participation of students in all the online learning related activities. The college is in the process of establishing a customised LMS platform for enhancing parallel online teaching and offering free online courses to students.

The college has been using technical apparatuses and facilities like the Media Centre needed for preparing online content. This has enabled the teachers to prepare online content and share them among the students, when physical classes were affected. Content was also uploaded by many teachers on social video platforms for public access.

Besides, various departments in the college employed online learning tools, software and applications like Open Broadcaster Software (OBS), Openshot Video Editor, Matlab, Gaussian Software, R Software, Excel, Tally Compu Frog, ZiteBoard, Flipped Classroom and Virtual Labs (provided by the Ministry of Education) to enrich teaching. In addition, the students from computer science were trained in coding and programming languages by using online compilers and W3 schools, respectively. Access provided to all the teachers for Inflight-Nlist online repositories (provided by UGC) are utilised by teachers for their teaching and research activities.

In order to cater to the diverse types of learners, the textbooks, and handouts prepared by the college used QR Code links for further reading and additional learning materials available online. During the pandemic, the college successfully conducted four end-semester examinations and evaluations online.

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

**Response:** 20:1

**2.3.3.1 Number of mentors** ?????????????? ???????

**Response:** 286

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

#### Response:

The New College prepares academic schedules prior to the commencement of every academic year in consonance with the calendar of activities of the affiliating University. Every department prepares their strategic plans for the upcoming academic year during the summer vacation. The plans made at the department level mainly include deadlines for completing the teaching assignments of faculty members, activities of the sectional associations, and the other programmes to be organised throughout the academic year. The departmental strategic plans are taken into account while preparing the strategic plans for the college, and calendar of activities is prepared with the objective of implementing the strategic plans of the college.

The **college Handbook or Calendar** is printed and distributed to all the students and staff every year. It contains, in addition to vital college information, the schedule of activities for the ensuing academic year. The committee for preparing the Handbook or Calendar is responsible for updating all the regular details and preparing important schedules. The committee readies the calendar of activities for 90 working days each for the odd and even semesters in consultation with the Controller of Examinations, IQAC, Deans, Hostel Warden and Heads of Departments, students council, college office and other important stakeholders. The academic calendar is approved by the College Council prior to its implementation. The calendar of activities is uploaded to the college website, as well. Important dates are incorporated in the calendar, including:

- 1.Reopening of the college after summer vacation
- 2.Commencement of First year UG and PG classes
- 3.Schedule of students induction programmes
- 4.Dates of fee payment
- 5.Schedule of Continuous Internal Assessment (CIA)
- 6.Registrations and fee payment for End-Semester Theory and Practical Examinations
- 7.Last date for submission of internal marks online

8. Schedule of end-semester examinations
9. Declaration of examination results
10. Schedule of Open day (Parents-Teacher Meeting)
11. Holidays
12. Sports day
13. College Day
14. Graduation days
15. Commemorative days of global, national and regional importance
16. Commencement of classes after odd semester examinations
17. Last working day of each semester
18. The total number of working days in each month
19. Internal and External Academic Audits

While the examination related dates are provided by the office of the controller of examinations, the other dates are decided by the Calendar committee in consultation with department heads and other members of the college council, which has representatives from all the departments.

It is mandatory for all the teachers to prepare and adhere to **teaching plans**. Compilations of teaching plans are also submitted to the IQAC for quality assessment. Teachers of all the departments are expected to keep ready their teaching plans prior to the commencement of every semester. Departments assess the completion of the teaching plans at the end of the semester.

IQAC of the college creates strategic plans for quality maintenance at the beginning of every academic year, prepares an action taken report, and examines the completion of the plans at the end of the academic year. The IQAC also issues a list of tasks to be completed to the departments at the beginning of every semester.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 97.35

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 39.57

#### 2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
156	120	99	89	75

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

**Response:** 11.93

#### 2.4.3.1 Total experience of full-time teachers

**Response:** 3507.52

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

**Response:** 15.4

#### 2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
15	6	17	17	22

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0.28

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	11	19	19	23

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**

#### **Response:**

The New College has been making extensive use of Information Technology resources for its day-to-day administration from the time the college became autonomous. IT integration has enabled the college to achieve greater efficiency in its services. The college has been utilising an Enterprise Resource Planning (ERP) system provided by a company named Palpap for managing the services of the college office and the office of the controller of examinations. Both the college and the examination offices are fully automated and are capable of handling large quantities of data because of the availability of high configuration server facilities within the campus.

The college signed a Memorandum of Understanding with the company (Palpap) while introducing these services. In the examination wing of the college, the ERP system is integrated into the college website to receive examination applications, online payment of fees, hall-ticket generation, preparation of seating arrangement, examination duty allocation and the online publication of results. The system is also employed to receive Continuous Internal Assessment (CIA) marks from the different departments. In fact, each member of the faculty can submit the internal marks online using the link accessible within the college premises during the specific time allocated for the submission of CIA marks. The ERP system has been helping the college in the speedy publication of results, as well. The college publishes the end-semester examination results in about 15 to 20 days after the last examination. The IT integration has enabled the college to conduct four End-Semester Examinations online during the pandemic.

Further, IT integration in the examination system enabled the college to print mark statements with intricate security features. The IT systems in the controller's office are supplemented with high-end reprographic and printing facilities, which enables faster distribution of marks statements after each examination. The college is in the process of introducing the Question bank system, following the guidelines of the UGC. The system will facilitate adherence to the expectations of the outcome based syllabus and use of computer-generated question papers. Steps are also being taken to upgrade the ERP system, considering the challenges posed by the new curriculum and the examination reforms recommended by the UGC. Students' grievances on the examination and evaluation are redressed in a timely manner by the institution.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

**Response:**

The New College has been periodically revising the curriculum for UG and PG programmes, incorporating the recent developments in each discipline and adhering to the changing directions of regulatory bodies like the UGC. The college has incorporated the principles of Outcome Based Education (OBE) from the academic year 2020-21. A remarkable change in this revised curriculum was the incorporation of the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). Besides, the curriculum envisions following Bloom's taxonomy-based question papers for end-semester examinations. Further, the implementation of Outcome Based Education enhanced the college to clearly define the graduate outcomes (GAs), which includes developing well-rounded and socially sensitised individuals endowed with professional competencies and an ethical orientation.

The college believes that achieving the course outcomes is the first step towards succeeding in the outcome based education framework. With this objective, the IQAC of the college conducted a review of the curriculum prepared by each department. The review sessions were helpful for the departments in not only understanding the nuances of writing outcome statements in each course, but also in rectifying the problems in the course outcomes designed by them.

Syllabus in each programme also included the mapping of each course outcome with POs and PSOs. Prior to the implementation of this scheme, the college conducted training programmes to the faculty members from across the college on the fundamentals of curriculum planning and implementation, in general and Outcome Based Education, in particular. These faculty members in turn oriented students from their departments on the difference in the OBE system. One of the important aspects communicated to the students on the OBE system was the takeaways of each of the courses offered to them. In addition to these direct efforts to sensitise the teachers and students, the college has also displayed the POs, PSOs and COs on the college website.

The college has also been using all its faculty orientation meetings to remind the teachers on the ways to implement the changes in the curriculum. Despite some initial difficulties, the performance of students admitted from 2020-21 onwards in the recent examinations indicate the effectiveness of the method. However, as the college believes in achieving perfection, all the faculty development opportunities and the faculty induction and development programmes conducted by the college will be utilised for further training the teachers on the outcome based education. With the introduction of the outcome based education, the college also started measuring the attainment of outcomes using an indigenously developed methodology.



File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

The New College evaluates the outcome of the programmes offered by analysing the attainment after the publication of the semester exam results. The outcome of programmes and courses are assessed based on the internal and external evaluations. While internal evaluation outcome is analysed at the department-level, the external evaluation results are assessed by the office of the controller of examinations. The assessment of outcome of the external evaluation is shared to the respective departments and the IQAC for follow-up action, besides presenting them for the approval of the Academic Council and Governing Body for approval. Although the college regularly analyses the outcome of our graduates through the comprehensive result analysis, the college has incorporated the principles of Outcome-Based Education (OBE) in its complete sense from the Academic Year 2020-21.

The evaluation of outcome has become more scientific after the introduction of the OBE, wherein the Course Outcomes (COs) are related to the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). While the overall results are measured using a scale of 1 to 5, in which 1 stands for Average, 2 for Good, 3 for Very Good, 4 for Excellent and 5 for Outstanding, specific course outcomes are established by testing the attainment of the mapping matrix mentioned under every course in the syllabus. For the measurement of the course outcome, the college follows the passing minimum marks (40 out of 100 in UG and 50 out of 100 in PG and as the threshold value in each course).

The following rubric, which keeps minimum pass marks in UG as the threshold value, is utilised to assess the UG attainment level :

- 1 - 50% of students scoring > 40 marks out of the maximum marks.
- 2 - 60% of students scoring > 40 marks out of the maximum marks.
- 3 - 70% of students scoring > 40 marks out of the maximum marks.
- 4 - 80% of students scoring > 40 marks out of the maximum marks.
- 5 - 90% of students scoring > 40 marks out of the maximum marks.

The following rubric, which keeps minimum pass marks in PG as the threshold value, is utilised to assess the PG attainment level:

- 1 - 50% of students scoring > 50 marks out of the maximum marks.
- 2 - 60% of students scoring > 50 marks out of the maximum marks.

3- 70% of students scoring > 50 marks out of the maximum marks.

4 - 80% of students scoring > 50 marks out of the maximum marks.

5 - 90% of students scoring > 50 marks out of the maximum marks.

Further, in addition to measuring their attainments in examinations, the college provides individualised feedback to students on their attainment level based on their performance in academic aspects and demonstrable skill, which enable the students to select their suitable careers. In general, by making the outcome of the course measurable, the college consistently attempts to make the teaching, learning and evaluation system relevant in the emerging times.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **2.6.3 Pass Percentage of students(Data for the latest completed academic year)**

**Response:** 92.4

#### **2.6.3.1 Total number of final year students who passed the examination conducted by Institution.**

Response: 1763

#### **2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 1908

<b>File Description</b>	<b>Document</b>
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for the annual report	<a href="#">View Document</a>

## **2.7 Student Satisfaction Survey**

### **2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.92

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### **3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

##### **Response:**

The New College offers facilities for research leading to the award of a Ph.D. in 11 departments, out of which eight (Chemistry, Zoology, Physics, Economics, Commerce, Arabic, English, and Tamil) are full-fledged centres of research with full-time and part-time Ph.D. and three (Corporate Secretaryship, History and Mathematics) offer only Part-Time Ph.D. The college is awaiting affiliation for upgrading Computer Science and Mathematics departments as full-fledged research centres. The research departments in science are equipped with instrumentation facilities procured using UGC and DST funds over the years.

The research activities of The New College are directed by a well-defined research policy. The policy serves as a vision document for furthering the research potential of the institution. The research policy of the college is divided into three sections: i) Research Policy ii) Research and Innovation Seed Grants Programme (RISGP), and iii) Research Fellowship Grants Programme (RFGP).

The departments of Chemistry, Physics and Zoology have developed adequate laboratory facilities for research. These laboratories have been frequently updated to serve the needs of different research projects. In addition to the regular research labs, there are six specialised research units in the department of Zoology and Chemistry, including labs set up using DST-FIST funds. The Department of Zoology established an exclusive research centre on molecular biology equipped with high-end instruments like Refrigerated Microcentrifuge, Electrophoresis Powerpack, PCR Super cycler, Nanodrop Spectrophotometer, and Gel Documentation System for research on DNA isolation and amplification, protein profiling etc, using DST-FIST grant. The Department of Chemistry instituted the Chemistry Instrumentation Centre utilizing the DST-FIST grant and acquired sophisticated instruments like FT-IR spectroscopy, UV visible spectroscopy, and electrochemical workstation to support research. The facilities in the Chemistry instrumentation centre are extended to research scholars from other institutions as well. A state-of-the-art research laboratory is available for the use of research scholars from the Physics department.

The centre for Multidisciplinary Research and Innovations (CMRI) serves as the regulatory authority for research activities within the college, coordinated by the Dean of Research. Further, the steering committee for the CMRI which includes representatives of research supervisors and research scholars is entrusted with the responsibility of approving applications for seed grant for research projects.

Besides, CMRI disseminates information on research and publication opportunities, funding and conferences among the faculty members and students of the college. A part of the General Library of the college, equipped with reference books, access to E-resources like INFLIBNET and dissertations, is utilised as the facilitation centre of CMRI.

As part of the efforts to promote research, the research policy of the college lists the grants provided by the management for research activities like i) Research seed grant, ii) Research fellowship grant, iii) Incentives for publishing papers and guiding research Ph.D. and M.Phil. research scholars, iv) Contingency Grant for

Part-Time Researchers among the faculty, v) Grant for Research Departments, vi) Fee Concession for Faculty Members who Pursue Ph.D. in the college, and vi) Financial Assistance for attending training programmes and presenting papers in foreign universities.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

**Response:** 1.51

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
4.86	1.22	1.46	0.02	0

File Description	Document
Minutes of the relevant bodies of the Institution	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

**Response:** 0.67

#### 3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies /

**research year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	4	3	0

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 51.23**3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	35.38	2.051	1.5	12.3

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government and non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2.2 Percentage of teachers having research projects during the last five years****Response:** 0.89**3.2.2.1 Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	1	5

File Description	Document
Names of teachers having research projects	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.2.3 Percentage of teachers recognised as research guides

**Response:** 16.67

#### 3.2.3.1 Number of teachers recognized as research guides

Response: 49

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

**Response:** 7.82

#### 3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	1	3

#### 3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	20	20	20

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

**3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

**Response:**

The New College has over the years developed an innovation ecosystem through promotion of research, and entrepreneurial development. The innovation, incubation and entrepreneurship activities are streamlined through the establishment of the Innovation, Incubation and Entrepreneurship Centre (IIEC) of the college, funded by the college management. The IIEC of the college consists of Innovation Cell, Start-up and Incubation Cell and Entrepreneurship Cell. The recognized centres of research among the science departments of the college have been engaging in research and transfer of knowledge that are broadly beneficial for the society as a whole. The college has recently started participating in the Atal Ranking of institutions on Innovation Achievements (ARIIA 2021) and is expecting to become an institution ranked for its innovation activities.

The college has registered in the Institutional Innovation Council (IIC) of the Innovation Cell of the Ministry of Education, Government of India in 2020. As per the directions of MoE’s Innovation Cell, the Incubation and Entrepreneurship Centre (IIEC) of the college has been conducting programmes with the objective of cultivating a culture of innovation and entrepreneurship and Innovation among the students of the college. The culture of innovation in the college has resulted in securing three patents by the faculty members of the college. The activities of Innovation Cell, Start-up and Incubation Cell and Entrepreneurship Cell mainly aim at developing a mindset of innovation and entrepreneurship through various training programmes and interactions with successful entrepreneurs and innovators.

The programmes organised by the IIEC of the college in recent times include an awareness programme on entrepreneurship and a Training for Phenol Making for members of a Women’s self-help groups from the neighbourhood area of the college, two IPR workshops for students and faculty, “Dare to Dream” awareness programme for students, programmes on Business Plan Preparation and Framework for Business Plan Implementation, a motivational talk on entrepreneurship by a successful entrepreneur and innovator, and Awareness programmes on Internship, and Entrepreneurship Opportunities for Language and Literature Students.

The start-ups incubated within the campus include a Biocompost Facility, Ornamental Fish Cultivation



unit, Mushroom Cultivation centre, a Hand Sanitiser Making unit, an aggregator of Organic Farming, and a Translation startup. The college has recently established an innovation lab with facilities for innovations using IOT, AI, Robotics, and 3D modeling. Right from the early decades of its establishment, many students who passed out of the college became entrepreneurs and their ventures have made a significant impact in their fields. Most recent among the entrepreneurial ventures by the students who passed out from the college in recent times include PATRONOME, an ERP system, established by an alumnus from the computer applications department, which is used by the college for augmenting admission process, JACK OF ALL PETS, a venture to cater to pet and pet-related needs initiated by an alumnus of Zoology department, and EDUTREST, an education related start-up initiated by a group of recently passed out students of commerce department of the college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 189

#### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
108	22	26	22	11

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

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

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

**Response:** 3.06

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 150

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 49

<b>File Description</b>	<b>Document</b>
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

### 3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

**Response:** 2.13

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
249	95	78	57	96

<b>File Description</b>	<b>Document</b>
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

**Response: 0.87**

**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
43	40	60	54	37

<b>File Description</b>	<b>Document</b>
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**

**Response: 8.84**

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**

**Response: 15**

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy**

**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

**Response: 25.59**

**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
15.02	4.71	4.52	0	1.34

<b>File Description</b>	<b>Document</b>
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**

**Response:** 90.14

**3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
2.32	0	51.82	0	36

<b>File Description</b>	<b>Document</b>
List of training programmes, teachers and staff trained for undertaking consultancy	<a href="#">View Document</a>
List of facilities and staff available for undertaking consultancy	<a href="#">View Document</a>
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View Document</a>

**3.6 Extension Activities**

**3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to**

## **social issues, for their holistic development, and impact thereof during the last five years**

### **Response:**

The New College community has always been in the forefront of extension activities in the neighbourhood areas and adopted villages. The college engages in extension activities through its four units of NSS, two units of NCC, Rotaract Club, Red Ribbon Club, Youth Red Cross (YRC), Citizen Consumer Club, New College Centre for Environment, Science and Technology (NEST) and extension or outreach wings or clubs in each department.

Besides, the management, staff, students, and alumni of the college engage in social service during occasions of natural and other calamities and crises. It is mandatory for all the undergraduate students of the college to engage in at least one social service activity of the college during the course of their study to obtain two credits. The main aim of this initiative is to develop a sense of social responsibility among the students.

From 2020-21, all the social service activities of the college are coordinated under the New College Centre for Social Service (NCSS). The broad aim of the centre is to unify the social service potential of the college towards serving the society. All students enrolled for NSS are required to complete at least 120 hours of social service every year. In addition, NSS units conduct a seven-day special camp annually, which is organised in adopted villages. NSS volunteers and students enrolled for the other social service wings engage in regular social service activities.

The major social service activities initiated by the Extension clubs of the college during the last five years include the following:

- i) NSS: Tree plantation, health awareness camps, medical camps, blood donation camps, Swachh-Bharat cleaning drives, and commemorative activities on important days.
- ii) YRC: Traffic regulation in and around the campus, assistance to outpatients in the nearby Royapettah government hospital, blood donation, dengue awareness and distribution of preventive herbal medicines.
- iii) NCC: Awareness on COVID-19, anti-corruption programmes, awareness rallies for social and national causes, and Swachh-Bharat awareness.
- iv) Rotaract Club: Participation in fundraising campaigns for such causes as breast cancer awareness and treatment, conducting education tours for socially disadvantaged children from government schools, distribution of education kits, sports, and financial and other support to orphanages.
- v) Departmental Outreach Clubs: Free food distribution, tree plantation, visit to old age homes, support to orphanages, educational assistance to government schools, awareness rallies on social issues, and support for disaster management.

During the year 2020-21, the college adopted five villages belonging to Tiruvallur district under Unnath Bharat Abhiyan (UBA) scheme. The village surveys and data collection conducted as part of this scheme revealed the urgent needs of these places, and the college initiated steps to address them through social service activities.

In addition, during natural calamities like cyclonic storms and floods, the staff, students, management, and alumni of the college extend a helping hand to the affected. These services were offered even to the neighbouring state of Kerala. When the Covid-19 pandemic struck, the college community generously delivered food and medical aid to those affected.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

**Response:** 40

#### 3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
26	6	3	3	2

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response:** 370

#### 3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
174	78	53	30	35

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>

### 3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

**Response:** 81.99

#### 3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
5688	5315	4842	3343	2985

File Description	Document
Reports of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

## 3.7 Collaboration

### 3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

**Response:** 404.2

#### 3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
856	253	424	310	178

<b>File Description</b>	<b>Document</b>
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

**3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 42

**3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
34	7	0	0	1

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

The New College has a total built-up area of 30,804 sq. mts. which includes 88 classrooms, 48 laboratories and 29 staff rooms spread over six blocks. All the facilities in the college are utilised for conducting academic programmes in two shifts. The classrooms are provided with basic amenities like writing board, display screen, elevated stage (in large classrooms), electricity, internet access, and ICT equipment. The staff rooms are also equipped with computers, printers, internet access and storage facilities.

Science laboratories in the college are equipped with sophisticated instruments like PCR Super cycler, FT-IR Spectrometer, UV-Visible Spectrophotometer, Alpha, Beta Counters, Gamma Survey meter, Sigma Vacuum Refrigerated Microcentrifuge, Nanodrop Spectrophotometer, Ultrasonic Interferometer, Microbiology Incubator, Gel Doc and Research Microscopes. Departments of Zoology and Botany have dedicated Museums with rare specimens.

The other major facilities available in the college include 457 computers, general library, office of the controller of examinations, a multipurpose main auditorium, six mini halls, a media centre with audio and video recording facilities, a server room and Web Administrator office, IQAC and Entrepreneurship and Innovation Cell.

The virtual facilities provided by the college include high speed internet connection, a modern website, server facility for internal data management, Learning Management System (LMS), and unlimited access to G-Suite with provision for institutional email address for both teachers and students. In addition to its use for data storage and communication, the G-Suite is utilised for online tests, live online classes and Google Classroom. The college has premium access to an online video conferencing platform used for special lectures, virtual conferences and meetings. The college has also acquired necessary licensed software like Tally and Microsoft, for teaching, learning and administrative purposes.

The state-of-the art college library is provided with General and subject related books, E-Book collection, Text Book Section, Book Bank, Internet Browsing and Printing, access to INFLIBNET resources, and photocopying facility.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)**

**Response:**

With the objective of promoting physical fitness, and diverse talents of students and staff, The New College has always ensured adequate facilities for sports and games, fitness, cultural activities, and yoga.

The college maintains a spacious multipurpose auditorium which can accommodate over 1000 students at a time. This auditorium with a built-up area of 1,338 sq. mts. is used for major intra- and inter-college cultural events, competitions, and activities of sectional associations in the college. The multipurpose main auditorium is utilised as a yoga centre and indoor sports competitions centre for hosting table tennis, chess, and caroms competitions.

In addition to the main auditorium, there are two Mini auditoriums that can accommodate over 200 students each, a seminar hall with 150 seats and a mini hall with 100 seats, used for meetings, seminars, yoga sessions, and special lectures. Further, five departments are provided with departmental smart rooms that are used for meetings, seminars and student presentations. A multipurpose hall situated in the library is used for training sessions, and competitions. Besides, a separate smart meeting hall is available for the use of the Alumni Association.

The college playground measuring 10,000 sq. mts. is used for track and field events, games like football and cricket. Besides, the ground has separate courts for Football (6,720 sq. mts) Volleyball (220 sq. mts) and Basketball (544 sq mts), Ball badminton Court (288 sq. mts), a Kabaddi ground (130 sq. mts), and cricket nets measuring 64 sq. mts. The shuttle badminton court of the college (82 sq. mts) is situated separately in the hostel premises. The ground is also utilised for hosting district and state level competitions organised by external agencies. The sports equipment procured by the college include cricket, hockey, kits, football cases, a high jump mat, movable volleyball, badminton, handball and football posts, games kits, athletic kits, and weight-lifting set.

The college has a fitness centre (Gym) measuring 82 sq. mts. with equipment for diverse fitness exercises like treadmill, elliptical trainer, decline bench, multi-bench press, and push up bars.

The college ground is also adorned with a ground gallery and a sports pavilion constructed using UGC grants. The Director of Physical Education is provided with a spacious office with provision for displaying sports and games achievements. The physical education department in the college is also equipped with a separate storehouse for sports and games equipment. The college periodically upgrades its sports and cultural activity facilities to address the needs of the changing times.

The college takes conscious efforts to admit students under sports quota every year by reserving seats for international, national, and state level sports and games champions. During the last five years, the college has allocated Rs. 27,55,907/- (Rupees Twenty seven lakhs fifty-five thousand, nine hundred and seven) for various sports activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geotagged pictures	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**Response:** 98.1

**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 103

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

**Response:** 23.78

**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
26.89	390.40	139.22	70.29	93.81

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

#### **Response:**

The New College Library is automated with an integrated library management system (ILMS) using Palpap InsproPlus software. The library was first automated in the year 2010 with Autolib software. In 2014, the library migrated to Palpap InsproPlus software. The college is in the process of moving to a new library management system as part of the adoption of the EMBASE Pro Suit ERP system for furthering the e-governance of the college. The college is expecting to enhance the automation of the library and provide additional services to the users through the adoption of the EMBASE Pro Suit ERP system.

The library automation software is primarily used in: a) recording details of student visitors, b) inward entries of stock, c) Online Public Access Catalogue (OPAC), d) circulation management, e) management of non-book materials, f) serial control, g) barcode label generation, and h) report generation and analysis. The other provisions in the library management system (ILMS) include the following:

1. Periodical entry and maintenance
2. Web OPAC
3. Walk-ins
4. Top user history
5. Top book history
6. In-Out register
7. Journal reports
8. Library master
9. Newspaper entry
10. RFID tagging
11. Barcode label generation
12. Call number label generation
13. Transaction reports
14. Dissertation / thesis entries
15. D-Space digital library incorporation

- 16.Students report manager
- 17.Rack master
- 18.Book statistics
- 19.Library rules
- 20.Periodic user, invoice, and book-wise reports

The general library of the college has catalogued all the 136,692 books under 35,940 titles, 40 journals, 48 magazines and 14 newspapers in five languages available in the library. In addition to the general library, there are different departmental libraries that provide reference as well as borrowing services to students of the respective departments. Further, the library provides access to internet and E-book resources through the browsing centre consisting of 35 computers within the library. Access to Inlibnet-Nlist resources are available for the use of students, research scholars and faculty through 18 dedicated computer systems. The other services offered by the library includes Reprographic facility, printing facility, Wi-fi connectivity, property counter, E-Learning centre with projector and other ICT facilities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste Link for additional information	<a href="#">View Document</a>

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	<a href="#">View Document</a>

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

**Response:** 8.89

**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
6.59	13.71	9.80	8.47	5.87

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 13.88

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 852

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

**Response:**

The New College relies substantially on its IT resources and network for teaching, learning, research, and administration. The IT policy of the college has clearly defined the rules and regulations for utilising the IT infrastructure and resources offered by the college to its stakeholders. The college insists on all stakeholders to comply with the regulations governing the use of Information and communication technology within the campus.

The college has formulated an IT Cell to monitor adherence to the IT Policy Regulations. The cell conducts periodic inspections on IT resources of the college with the help of the Web Administrator and Hardware Engineers to ensure compliance to the regulations mentioned in the IT Policy. Although the day-to-day IT related issues are resolved by the Web Administrator, in consultation with the Principal, and Vice Principals, the IT Cell of the college is responsible for taking major policy decisions and changes in the use of IT resources in the college. IT related grievances are also addressed by the IT cell when such

cases are recommended to the cell by the grievance redressal committee of the college.

The IT resources provided by the institution, including internet connectivity, official email accounts, computer systems for staff and students, are meant only for official and educational uses. The college reserves the right to monitor the usage of the internet by the staff members, in case any need arises. Therefore, staff and students are not expected to utilise the resources for personal work. Besides, the college insists on all the users of the college network to comply with the IT laws of the country.

The broad aims of the IT policy of the college include: a) defining the composition and functions of the New College IT Cell, b) promoting fair and ethical use of the IT resources and facilities provided by the college, c) managing the official website of the college, d) administering the ERP system, e) managing the official social media pages of the college, f) managing IT / Software Licencing, g) maintaining the hardware and software, h) ensuring cybersecurity, i) regulating the use of Wi-Fi connectivity within the campus, k) planning and executing data back-up and recovery, l) maintaining and controlling official email accounts and storage in the college domain, and m) defining the protocol for dealing with security breaches.

The college has been using the services of a Firewall mainly to restrict websites that are not permitted to be accessed using the network provided by the college, and blocks malicious software from infecting the network or the PCs in the college. Besides, the firewall prevents unauthorised use of the college network. All the users of the college network are required to sign in to the network using their departmental username and password. The firewall also enables the college to assess the usage of the system by each department.

During the last five years, the college allocated over Rs. 1 Crore for upgrading its IT infrastructure.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **4.3.2 Student - Computer ratio (Data for the latest completed academic year)**

**Response:** 13:1

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Student - computer ratio	<a href="#">View Document</a>

#### **4.3.3 Bandwidth of internet connection in the Institution.**

**Response:** 750 MBPS

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

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

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

**Response:** 76.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
267.36	475.01	425.22	309.92	342.51

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>



**4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

**Response:**

Regular maintenance and optimum utilisation of the physical, academic and support facilities like laboratory, library, sports complex, computers, and classrooms are an important priority of The New College. The expenses of maintenance are borne by the management of the college. The college has a well-defined maintenance policy which serves as the guidelines for initiating all maintenance related activities. Regular maintenance of facilities and infrastructure are carried out based on the requirements submitted by the respective persons in charge, to the Hon. Secretary of the college management through the Principal.

All the major sections within the college like library, hostel, laboratories, office of the Controller of Examinations and other facilities function as per the Standard Operating Procedures prepared by the sections concerned. It is the responsibility of the Heads or the persons concerned to maintain the facilities as per the protocols listed in the SOPs.

The college maintains an inventory of assets including digital assets like the websites and software procured using various grants. For each asset, bill number and date, the name of the vendor or firm, name of the item purchased, and amount is recorded. In addition, each department maintains a stock register which is periodically updated. In addition to the regular annual internal and external audits and stock verification conducted by the college, the assets purchased using various grants in the departments are also audited by the Joint Director of collegiate education, Chennai region, every year.

The maintenance requirements are submitted by the person concerned to the Hon. Secretary through the Principal, and checked and verified by the sergeant / Estate Officer / Executive Director (depending on the seriousness of the work) of the college, and on their recommendations, repair works are initiated. All the major maintenance works of the college that are taking place throughout the year are coordinated by the Estate Officer/Coordinator appointed by the management for the purpose. The Estate Officer reports to the Hon. Secretary and carries out the regular as well as ad hoc maintenance requirements of various departments and facilities after maintenance requests are approved by the Hon. Secretary. The Estate Officer/Coordinator will make use of the services of the electrical, plumbing and other staff of the college for regular repair, and utilise the services of outside agencies for larger works, after the due process of approval.

The college office manages all Annual Maintenance Contracts (AMCs) by using an AMC Register with all the details like date of installation/purchase, renewal date, scope of works, cost of AMC and so on. The main objective of the AMC Register is to keep track of all the AMCs in operation. Besides, it will help the Hon. Secretary to approve contracts whenever renewals are due. The maintenance items usually covered under AMC in the college include the air-conditioners, lifts, smart boards, projectors, computers, server, solar panels, biogas plant and generators, and some equipment in the laboratories that require regular maintenance.

Following the global initiatives for reducing wastage, the college believes in repairing and reusing most of its resources. All staff members holding maintenance charges are expected to explore reuse and repair possibilities before placing a request for replacement of items. The college periodically conducts repair drives for metal and wood furniture by using the services of external agencies. For disposing of the waste,

particularly the non-biodegradable waste and electronic waste, the college follows the standard protocols insisted by the state government.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 50.84

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
2717	2711	2739	2592	2846

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 17.94

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
1085	995	912	952	874

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships besides government schemes in last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.1.3 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. Awareness of trends in technology**

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

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 41.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
1425	2022	1885	3482	2084

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.5 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
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 15.61

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
431	244	203	91	132

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch).

**Response:** 20.93

#### 5.2.2.1 Number of outgoing student progressing to higher education.

**Response:** 369

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 89.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
56	25	6	1	11

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
56	26	6	2	11

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 285

**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
28	116	25	53	63

<b>File Description</b>	<b>Document</b>
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**

**Response:**

With the objective of inculcating leadership qualities and democratic values among the students, the college conducts elections to the Students' Council at the beginning of every academic year. All the students of the college are members of the Students' Council. The process of election includes filing of nominations, scrutiny of nominations, and canvassing by the contestants. Students detained from appearing for Term End Examinations for want of required percentage of attendance are not eligible to contest Sectional Association elections. There are separate Students' Councils for Shifts I and II. The Principal, being the President of the Students' Council, nominates one faculty member each from Shift I and Shift II departments to act as the Vice President of the Students' Council. The office bearers of the students council function under guidance of the Vice President of the Sectional Association.

Students of each department select the Secretaries of sectional associations in the department level election. The main aim of the sectional association is to conduct various general programmes and competitions and specific programmes related to their major subject. The secretaries of the student council serve as the student representative in various academic and administrative bodies and committees at the department level. They also serve as coordinators of peer-mentoring programmes initiated by the departments. The Students' Secretaries of the sectional associations function under the guidance and the supervision of the Vice-President of their sectional association (nominated by the Head of the Department among the teaching staff).

The Student Secretaries of the Sectional Association of Shifts I and II (separately) select from among themselves a Chairman, a Vice-Chairman and a General Secretary who serve as the office bearers of the College Students' Council. Besides, as the office bearers represent the entire student community of the college, they approach the Principal for redressing the general grievances of the students. In addition, they are included as student representatives in all academic and administrative bodies at the college level.

The student Secretaries of each sectional association organise various programmes and competitions under the guidance and supervision of the Vice Presidents of their sectional association and the Vice-President of the Students' Council. Additionally, the Students Council organises general programmes like annual intra-college and inter-collegiate cultural programmes for the entire college.

The sectional associations in the college include:

- Umaru Pulavar Tamil Peravai
- Arabic Study Circle
- Urdu Association
- Hindi Association
- French Association
- Historical Studies Association
- Economics Association
- Commerce Association
- Sociology Association
- Mathematics Association
- Physics Association
- Chemistry Association
- Plant Biology & Plant Biotechnology Association
- Zoological Society
- English Literary Society
- Corporate Secretaryship Association
- Computer Science Association
- Computer Applications Association
- Information Systems and Management Association
- Business Administration Association
- Bank Management Association



- Biotechnology Association, and
- The Post-Graduate Students' Association

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response:** 20.2

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
15	28	21	19	18

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

**Response:**

The New College Alumni Association (NCAA) was registered under Tamil Nadu Societies Registration Act-1975 in 2019 (RegNo. SRG/Chennai Central/188/2019). The association mainly serves as a platform for the alumni of The New College to connect with each other and form a lasting relationship with the institution. The association displays its activities through the official website, which includes provision for online registration. The website offers an overview of the activities of the association. The NCAA is keen on utilising the networking and collaborations with alumni for supporting the various developmental

activities and academic initiatives of the institution.

Prior to the establishment of the NCAA, the Alumni of the college had been engaged through two alumni organisations, viz., New College Old Boys Association and New College Alumni Trust. The New College Old Boys association was an unregistered body which had been in existence from the late 1950s. The association contributed in various ways for the development of the college. For instance, a recreation centre called Jaishankar Hall was established by the old boys association in the new college hostel during 1964. The New College Alumni Trust was coordinating various alumni engagement activities from 1997. However, it was registered only in the year 2002. After the establishment of the NCAA in 2019, all the students passing out were made basic members of the association, and it started reconnecting with the Alumni through various channels. Besides, the Association started offering special memberships like Patron Members and Life Members from the time of its inception.

Apart from its managing committee, the association has chapters in various places across the world including UAE, Singapore, Saudi Arabia, UK, Australia, and New Zealand. There is a separate chapter of Alumni-turned faculty, as well. As the immediate point of contact for the alumni are their parent departments, departmental alumni chapters were also formed with the objective of conducting departmental alumni reunions. The managing committee of the association also conducts reunion meets of old batches regularly.

The New College Alumni association has been proactively contributing to the development of the college and engaging in a number of humanitarian activities. During the last five years, the general funds collected from the Alumni of the college amounts to 40,88,690/- (Rupees forty lakhs, eighty-eight thousand six hundred and ninety). In addition, the illustrious Alumni of the college regularly contribute to the parent body of the college, which is used mainly to meet the expenses of the annual MEASI scholarship offered by the parent body. In the year 2021, the college received a special contribution of 20,00,000/- (Rupees twenty lakhs) from the alumni towards the construction of a basketball court. Apart from their contribution towards the scholarships offered by the parent body, the Alumni Association contributed two lakhs as special scholarships in 2020-21. In terms of academic contributions, the Alumni supported orientation programmes and online coaching for competitive examinations.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **5.4.2 Alumni financial contribution during the last five years (in INR).**

**Response:** A. ? 15 Lakhs

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

**Response:**

The system of governance and leadership followed by The New College reflects the vision and mission of the college.

The **VISION** of the college is

**To promote educational and economic equity by helping aspiring and underprivileged youth gain access to quality education and to nurture them into successful model citizens of the country.**

The **MISSION** of the College is realised through a **5E** holistic development approach that strives to

- **Elevate** underprivileged students with affordable education;
- **Educate** through a qualitative platform and updated pedagogy;
- **Empower** the students by instilling right values, skills, and confidence;
- **Engage** them in real life situations and transform them into responsible leaders of tomorrow; and
- **Excel** in all aspects of governance, education, and development.

The college strives to implement its vision and mission by establishing different centres which will streamline all the activities and services of the college from admission to placement.

The multi-layered administrative structure of the college is characterised by inclusiveness and participation of all the stakeholders. The management of the college initiates key policy decisions including the appointment of officials and introduction of new programmes, whereas the academic administration of the college is entrusted to the Principal and two vice principals. Various other sections of the college like the office of the Controller of Examinations, Internal Quality Assurance Cell, Administrative Office and Hostel function under the officials or heads appointed by the management.

The suggestions of faculty members for improving teaching, learning other related activities discussed in the department meetings are taken to the notice of the Deans, the Vice-Principals and the Principal for implementation by the Heads of Departments. The college has a clearly defined organogram illustrating the hierarchy of leadership, and policy documents detailing the roles and responsibilities of each official.

All the policy documents are in tune with the vision and mission of the college and they serve as standard operating procedures in the administration of the college. They cover the roles and functions of all the stakeholders, thus directing every member of the college community towards realising the vision and mission. Decision-making as part of the administration of the college takes place at various levels in different meetings.

While matters concerning the departments are resolved in the departmental meetings, issues relating to the entire college are decided in the College Council. Likewise, decisions on infrastructural development, introduction of new courses, appointments, and financial planning are taken at the management level. The meetings of higher bodies like the Academic Council, Finance Committee and Governing body approve all the decisions taken by the other bodies and committees.

In terms of inclusiveness and participation, all the committees in the college are characterised by their diversity of members. All the statutory committees in the college like the Governing Body, Academic Council, Finance Committee and IQAC are constituted as per the UGC guidelines. Student representatives are included in various committees as per UGC guidelines.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

#### **Response:**

#### **Upgradation of the Botany Department into a Postgraduate Department**

The process of upgrading the Botany Department into a Postgraduate Department by introducing M.Sc. programme in Botany exemplifies participative management as followed by The New College. The department of Botany was offering only an undergraduate programme till 2018-19 academic year. Despite offering only a **B.Sc. Plant Biology and Plant Biotechnology** programme, the department developed all the necessary infrastructure, including a spacious laboratory, and a museum with over 600 specimens including rare ones, needed to upgrade the department to a PG Department by introducing M.Sc. Botany programme.

B.Sc. Students of the department had been requesting the department to introduce M.Sc. programme for a long time, citing that only a few colleges in Chennai offer the programme. Parallely, external teams that visited the department as part of various audits and as part of NAAC accreditation and Autonomy review,

had urged the department to consider introducing PG Programme.

The meeting of the Plant Biology and Plant Biotechnology department, held on 21.02.2018, unanimously resolved to request the management to introduce M.Sc. Botany. Subsequently, on 22.02.2018, the Head of the Department of Botany submitted a proposal to the Principal, requesting to introduce M.Sc. Botany from the next academic year, 2019-20. The Principal sought the permission of the Hon. Secretary and Correspondent to apply for affiliation, by recommending the request from the Head of the department of Plant Biology and Plant Biotechnology.

Hon. Secretary and Correspondent accepted the request from the Botany Department, and directed the Principal to take steps to introduce the programme. The Principal in turn directed the college office to apply for affiliation by submitting the necessary documents. The University team that visited the college and found the department suitable for introducing the M.Sc. programme thus paving way for granting affiliation.

The decision was also approved by the Academic Council in its meeting held on 30.04.2018 and the programme was introduced from the 2019-20 academic year. As per the guidelines of the affiliating University, the department followed the Syllabus prescribed by the University for the first batch. From the Second batch onwards, the department started following the Autonomous syllabus approved by the board of studies, which included Alumni representatives, industry experts, university nominee and subject experts from outside, in addition to the teachers of the department.

Thus, the introduction of the M.Sc. programme involved the participation of different stakeholders.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for strategic plan and deployment documents on the website	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

#### Implementation of Outcome Based Curriculum Framework

The strategic plans prepared by the college for every academic year serve as the guiding document for bringing innovations in academic matters, and developmental initiatives of the college. The strategic plans for 2020-21 academic year included the adoption of Outcome-Based Education (OBE) framework. The initiative was taken with the objective of complying with the guidelines of UGC, affiliating University and Tamil Nadu State Council for Higher Education (TANSCHÉ). The following steps were followed while implementing the OBE framework:

### **i) Training Programmes on OBE**

The implementation of OBE framework was preceded by training programmes on curriculum development and OBE framework conducted by the IQAC. Besides conducting the programmes within the campus, the faculty members were deputed for attending training programmes in other institutions like IIT Madras.

### **ii) Discussions by the Curriculum Development Council (CDC)**

Initial challenges in implementing the OBE system were first addressed by the CDC, the apex body, in planning revisions in the curriculum. The CDC was instrumental in developing the Programme Outcomes (POs) for different disciplines. Whereas, Programme Specific Outcomes (PSOs) were developed by the respective departments. The CDC also provided basic guidelines for the departments in implementing the OBE pattern.

### **iii) Meeting of HODs**

A meeting of the HoDs was convened to discuss the proposal to implement the OBE framework. The meeting resolved to seek the opinions of the faculty members.

### **iv) Department Meetings**

Each department conducted discussions among their faculty members on the challenges and prospects of implementing the OBE curriculum, which paved the way for setting up the departmental committees for preparing the syllabus following the OBE pattern. The departments prepared their revised syllabus and decided to get the same approved by their respective Board of Studies (BoS).

### **v) Role of the IQAC**

The IQAC checked the syllabi prepared by different departments for compliance to the basic principles and norms. Each department was invited for presentation of their syllabus in the IQAC to ensure the following: a) adequate revision of the syllabus, b) incorporation of POs / PSOs, COs and mapping, c) incorporation of cross-cutting issues and skill development components, and d) inclusion of field project, project work, internship, and MOOC courses.

### **vi) Board of Studies Meetings**

All departments presented their revised syllabus and got approval for the same in their respective Board of Studies (BoS) before the end of 2019-20 academic year. The changes suggested by the BoS were also carried out subsequently.

### **vii) Verification and Subject Code Allocation by the COE**

The syllabus ratified by the BoS is checked for compliance to the pattern and subject codes were allocated by the Controller of Examinations.

### **viii) Approval of the Academic Council and Governing Body**

The process of curriculum revision became complete after the college secured the approval of the Academic Council and Governing Body.

### ix) Challenges Faced in the Implementation of OBE

The main challenges faced while implementing the OBE pattern include framing question paper patterns strictly following Bloom's taxonomy.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

#### Response:

The administration of The New College is governed by institutional bodies like the Management Committee, Governing Body, Academic Council, College Council, Finance Committee, and Board of Studies. The organogram of the college provides a pictorial representation of the administrative system followed in the college. While the college level decision making is carried out through statutory bodies like Governing Body, Academic Council, and IQAC, the policies and standard operating procedures of the college are implemented through individuals in charge of various administrative responsibilities and bodies like Departments and non-statutory committees. In addition to the statutory and non-statutory committees, the college has different cells and centres founded with the objective of implementing its vision and mission, which includes Centre of Multidisciplinary Research and Innovation (CMRI), Curriculum Development Council (CDC), and Innovation, Incubation and Entrepreneurship Centre (IIEC).

The policy documents concerning the internal affairs of the college are formulated by the IQAC in consultation with the relevant stakeholders and approved by the academic council and governing body. The Management Committee makes changes in the policy decisions on matters like admission, recruitment of staff, resource mobilisation, infrastructure and financial management. While the service rules of the aided faculty and staff are governed by the rules of the Tamil Nadu state government, the appointment, promotion, and service conditions of the self-supporting faculty and staff are governed by the college rules.

The Principal, as an ex-officio member of the Management Committee, acts as a link between the Management and the teaching and non-teaching staff. The Principal manages the day-to-day administration of the college and is assisted by the Vice Principals, IQAC, the Deans and the Heads.

The IQAC spearheads all quality improvement activities in the college. The function of conducting examinations and declaring the results is entrusted with the Controller of Examinations. The Curriculum

Development Council ensures that the curriculum is well-designed following the principles envisioned by the institution and the regulatory agencies. The Dean of Research coordinates the activities of research through the Centre of Multidisciplinary Research and Innovation. The Innovation, Incubation and Entrepreneurship Cell (IIEC) coordinates the activities recommended by the Institutional Innovation Council (IIC), the Ministry of Education, Government of India, in addition to fostering the incubation and entrepreneurship initiatives among the staff and students.

The Heads of Departments coordinate all the activities of their respective departments. The HoDs are linked to the college administration through key statutory bodies like College and Academic councils. The activities of the departments are coordinated by the respective Deans of the Schools they belong to. In the administration of the departments, the Heads are assisted by various subcommittees and the vice president of the students council. Apart from conducting various programmes, the Student's Council is involved in all student-related committees. The administrative office headed by Superintendent deals with the administrative, finance and office matters.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression**



**Response:**

The following measures promote the welfare of **teaching and non-teaching staff** :

- The wards of the staff are given admission to programmes of their choice with fee exemption.
- Financial support to attend international conferences.
- Provision for earned leave for self-supporting staff.
- Financial assistance provided to the teaching and non-teaching staff in medical emergencies.
- Mandatory welfare schemes like gratuity and contributions to EPF (Employees Provident Fund) are in place. Staff who are in the unaided section are members of ESIC (Employees' State Insurance Corporations).
- Fee concessions / financial assistance provided to the teaching staff to pursue doctoral degrees.
- Incentives for quality research publications.
- Free internet facility.
- Special festival bonus to all unaided teaching and administrative staff once a year.
- Faculty members were provided 56 laptops worth Rs. on interest-free instalment basis.
- Periodic revision of salary for the self-supporting teaching and non-teaching staff and retention of all the faculty and staff even during crises like Covid-19.
- All retiring staff are felicitated with mementos and gold coins (8 gms).
- Annual tour for the non-teaching and support staff.
- Academic and professional competency is recognized by way of Best Performance Awards.
- Facilities for sports and games.
- Health camps and vaccination drives for faculty, staff and their families
- Health care centre
- Loan advance for festival expenditure
- Paternity leave with salary for teaching and non-teaching staff
- Staff lounge facility for teaching and non-teaching staff

- Women's common room.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 10.02

**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**

2020-21	2019-20	2018-19	2017-18	2016-17
17	62	49	2	5

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 20.4

**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
31	19	26	18	8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 34.54

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
176	125	77	25	72

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institution conducts internal and external financial audits regularly**

**Response:**

The New College conducts two levels of regular financial audits every year, viz., audits by the office of the Joint Director of Collegiate Education (JDCE), Chennai Region, and audits by the college management carried out by an auditor appointed by the management.

**External Audits**

The annual audits by the office of the Joint Director of Collegiate Education basically aims at verifying the utilisation of grant-in-aid received for meeting the salary expenses of the aided staff members of the college. In addition, the audit checks fee collection and compliance of the institution to the government

regulations in conducting the aided programmes in the college. The audits check the financial statement submitted by the college, which includes salary disbursed to the aided staff, UGC and Government grants received by the college, and verifies the attendance, service registers, leaves taken by the staff, stocks registers in departments, library, and physical education. The objections raised in the JDCE's audit are addressed by the college, following the government regulations.

### Internal Audit

The management of the college conducts annual audits of the income and expenditure of the institution. The audit checks the deduction and remittance of tax from the salary of staff, TDS on contractors' payments, and professional tax paid to the Chennai corporation. In addition, the management audit verifies the Employee Provident Fund (EPF) and Employees State Insurance (ESI) payments made by the college. The accounts of the funds received from various funding agencies like UGC, DST, and DBT by the college and individual staff members are audited by a Chartered Accountant before submitting the utilisation certificates, as per the regulations of the funding agencies. The objections raised in the internal audits are rectified by the accounts section of the college before the completion of the audit process.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

**Response:** 43.55

#### 6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
20.8	9.75	2	1	10

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

**Response:**

The New College is an institution that offers government aided and self-supporting programmes and relies on the State Government (Grant-in-Aid) and the Management for funds. The college maintains transparency and accountability in all its financial affairs and ensures that the accounts are regularly audited. While the salary expenses of Shift I faculty and staff are borne by the grant-in-aid, the college relies on self-supporting course fees to meet the salary of self-supporting faculty and staff and other expenses of Shift II. Being an autonomous institution, the college also depends on the annual UGC Autonomous grant for upgrading its infrastructure and learning resources.

During the last five years, the college received Rs. 59 lakhs, UGC grant. The grant for the 2020-21 academic year is yet to be disbursed by the UGC. In addition to the Autonomous grant, the college received project funding for research projects supported by agencies like DST-SERB, which also was utilised for augmenting the research infrastructure.

The financial stability of the Muslim Educational Association of Southern India (MEASI), the society that runs the institution, is advantageous as they are able to meet the major developmental goals of the institution. The departments are able to meet the expenses of programmes organised by the departments without financial assistance from any funding agencies through the generous funding of the management. The management's sources of funding include the fees from self-financing courses, generous donations by philanthropists and alumni, and the revenue from its commercial properties. The expenses for the extension activities of the college are partially funded by nodal agencies for extension clubs like NSS and NCC.

The following are the major sources of income for the college:

- Tuition fees and special fees from self-supporting programmes
- Grant-in-Aid (for Aided staff salary)
- Annual autonomous grants from the UGC
- Hostel fees
- Examination fees
- Alumni contributions
- Contributions from philanthropists
- Other UGC grants
- Grants from agencies like DST and DBT for different projects
- Unnat Bharat Abhiyan Funds from the Central Government
- Funds from consultancy services like examinations conducted by various agencies in the campus using the human resources of the college

- Donations from the other Institutions under the parent body
- Funds for extension activities (like NSS & NCC) received from the regulatory agencies concerned

File Description	Document
Any additional information	<a href="#">View Document</a>
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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

**With the objective of sustaining quality the IQAC has institutionalised the following:**

### **1. Promotion of Research**

Sustained efforts were taken by the IQAC for enhancing the research profile of the college on the one hand and attracting more teachers into research activities, on the other. The IQAC initiatives resulted in the revision of the research policy of the college which introduced provisions for seed grant and enhanced the incentives for publishing quality research papers. In addition, the revised research policy offered fee-concession for the faculty members of the college to pursue Ph.D. in its research departments. The introduction of the research seed grant attracted many teachers towards pursuing research projects funded by the college. Further, the measures taken to promote research in general resulted in the increased number of research articles in peer-reviewed journals by the faculty members. Besides, the faculty qualification profile of the college improved significantly in the post-accreditation scenario. For instance, during the third cycle of accreditation in 2016, there were only 83 faculty members with Ph.D. degrees. The number rose to over 160 by the year 2021. Likewise, the peer-reviewed publication alone came to over five hundred in 2021. Further, the citation index of the college has shown tremendous improvements, As per the details available in the IRINS website, 4221 citations were made to the research publications of the faculty members of the college.

### **2. Add-on Courses and Online Learning**

During the period after the third cycle of accreditation, the IQAC of the college initiated steps to promote skill development of students through an added focus on skill development through Value Added courses and certificate courses. Over the last five years, the college offered over one hundred certificate courses with the objective of enhancing the employability of students. These include courses for which certificates

are issued by the University of Madras, like certificate, diploma, and PG diploma in Medical Lab Technology, and certificate in computer assembling, and certificate courses offered by different departments in the college. Some of the add-on courses were aimed at developing an entrepreneurial mindset among students. These include courses on Mushroom Cultivation, Bio-Compost Making and Solar Technology. When the world was struck by the Covid pandemic, the college realised the need to accelerate the promotion of online courses. The college became a local chapter for NPTEL-SWAYAM and collaborated with international platforms like EdX and Coursera, to promote Open Online Courses.

**Post-accreditation Initiatives of the IQAC:**

- Outcome Based Education framework
- Student centric methods
- Mentoring policy, Teaching learning policy, IT policy,
- Training on IPR and research methodology
- Established Innovation, Incubation and Entrepreneurship Cell (IIEC)
- Started Centre for Multidisciplinary Research and Innovation (CMRI)
- More extension activities
- MoUs
- Developing e-content
- Revised SOPs
- Programmes conducted for career development, life skills, employability skills
- Faculty Induction Programme
- Student Induction Programme

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations**

**and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

### **1. Assessment of the teaching-learning process through Internal and External Academic Audits**

The post-accreditation quality initiatives taken by the IQAC include annual internal and external academic audits, which helped the college significantly in regularly monitoring the overall performance of the departments in general and the quality of teaching and learning, in particular. The IQAC used separate comprehensive evaluation and data collection formats for the annual audits. While senior teachers and IQAC members serve as members of the internal audit teams, experts from other reputed institutions are invited for external audit.

The process of the internal and external academic audits include verification of the departmental evaluative reports submitted to the IQAC, maintenance of infrastructural facilities for teaching and learning, and updating of the stock register. The feedback and grievances from the faculty members and students collected during interaction with the audit teams are used to assess the quality of teaching and learning, and the overall performance of departments.

After completing both the audits, the IQAC prepares consolidated reports. A copy of the departmental audit report is shared to the Heads of Departments to take necessary corrective measures on the issues identified by the auditors, including the grievances from the stakeholders reported by the auditors. IQAC incorporates measures for improving the quality issues identified in the audits in its strategic plans and activities for the subsequent years. Besides, the IQAC charts out diverse programmes for staff and students based on the inputs received from the internal and external academic audit reports.

From the academic year 2020-21, the college recognises the exceptional performance of departments, faculty, and staff in such fields as curriculum development, teaching and learning, research, and students support and extension activities, through annual awards.

For instance, the audit teams identified the need to improve the use of ICT facilities in teaching and learning. As a result, the IQAC initiated steps to enhance ICT infrastructure, provide training to teachers on the use of ICT in teaching, and encouraged more teachers to create and use E-Content. The suggestions from the auditors were also instrumental in introducing the Outcome Based Education, which emphasised the use of experiential learning.

### **2. Feedback collection and analysis to assess the teaching learning process and learning outcomes**

In the post accreditation scenario, the IQAC initiated the use of feedback collection and analysis to improve the quality of teaching and learning in the college. Feedback is collected from the stakeholders by the IQAC in different ways. Primarily, the IQAC relies extensively on the feedback on the curriculum collected from students, teachers, alumni and employers while planning revisions in curriculum. Secondly, the annual Student Satisfaction Surveys served as a significant source of feedback, particularly on teaching and learning. In addition, the feedback is also gathered through grievance redressal systems in place in the



college and during the interactions with teachers in the annual academic audits. Feedback is also collected from the external experts, alumni and employers invited for Board of Studies Meetings. All the quality enhancement initiatives of the IQAC are informed by the feedback from all the above sources.

It was based on the feedback from various stakeholders that the college implemented added emphasis on skill development, employability, entrepreneurship, internship, and the use of LMS and other ICT facilities in teaching and learning. The introduction of a common course on Employability Skills was the result of the feedback from the employers on the need to improve the interview skills and communications skills of the graduates passed out of the college. The college initiated steps to fine-tune teaching plans and examination reforms based on the inputs from the stakeholders. The improvement of physical facilities in the campus were also fuelled by the feedback from the alumni.

Besides, the college reacted to the feedback on the need to provide online learning opportunities by collaborating with Massive Open Online Course platforms like NPTEL-SWAYAM, EdX and Coursera. The reliance on feedback resulted in the overhauling of the teaching learning methodologies and radical changes in the curriculum.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

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### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

**Response:**

The New College prioritises sensitising students on gender equity by initiating diverse measures. The gender sensitisation initiatives of the college are guided by the annual gender sensitisation action plan prepared by the IQAC. The college mainly relies on the value education and moral instruction provision in the curriculum to impart the basic values pertaining to gender equity. The students induction programmes conducted every year for students include sessions that highlight gender equity and acceptable social behaviour. Secondly, as an institution run by the Muslim minority community, respecting women is imparted as a key value through the special session on moral education (Deeniyath) conducted by the college. The college has also established counselling facilities for all the faculty and students, including women.

Thirdly, departments conduct special programmes, poster presentations and commemorative day celebrations associated with gender equity to sensitise students on gender issues. Throughout the last five years, various departments of the college and the IQAC conducted various programmes to sensitise students on diverse issues associated with gender. This includes special lectures with the objective of addressing prejudices on women among boys and a panel discussion involving women teachers and research scholars of the college.

Gender equity is also promoted through courses offered by various departments. For instance, the English Department of the college offers courses that cover feminism and gender studies. The curriculum offered by the college is characterised by its conscious inclusion of cross-cutting issues like gender sensitivity. The place of women in the society is also highlighted through courses offered by departments like sociology, history, commerce and economics. The lessons by women writers prescribed in literature programmes and the foundation courses in languages and English also help in spreading the importance of gender equity.

The college has been admitting women students for research programmes like M.Phil. and Ph.D., with the objective of making the educational facilities available for women in the neighbourhood areas. The college started admitting women students in PG programmes from 2020-21. Besides, in the same year, the college started appointing women faculty members towards developing gender balance among the faculty members. The college has also been appointing women in supportive roles like maintaining cleanliness and hygiene right from the early years of its existence.

File Description	Document
Annual gender sensitization action plan	<a href="#">View Document</a>
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

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

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

The New College considers waste management as an ethical responsibility of the institution. As the institution regards keeping the college premises clean as an important priority, it creates awareness among the students through the social service wings of the college like NSS, NCC, NEST (New College Centre for Environment Science and Technology) and Rotaract Club.

#### **Solid Waste management**

The New College gives optimum importance to segregation of waste at the source. The college uses four coloured bins – green, blue, yellow and red. Green bins are used for biodegradable waste, blue bins are used for non-biodegradable waste like plastics, yellow bins are used for used glass bottles and broken

glassware, and Red bins are used for biomedical waste. Being situated in the heart of a metropolitan city, the college relies on its own resources of waste management and the Chennai corporation for the disposal of waste. While the support staff appointed by the college are entrusted with the responsibility of gathering segregated waste from different areas in the campus to the collection point and for disposal through Chennai corporation waste management facility. Whereas non-biodegradable waste is completely disposed of in this way, the biodegradable wastes like leaf litter are used by the institution for bio-fertilizer making. Certain waste items like food-waste are utilised for the Biogas plant. The paper waste produced by the college, particularly by the office of the Controller of Examinations, is disposed through certified recyclers like ITC who use it for notebook making.

### **Liquid Waste Management**

The college has a sewage connection provided by the Chennai Corporation, and it is used for managing liquid waste. The college has a greywater treatment plant for treating the used water in the hostel. The waste water from labs, which includes water containing chemicals, are collected and diluted in a settling tank and disposed separately.

### **Biomedical Waste Management**

The college collects the biomedical waste generated by the health centre in the campus in red coloured bins and disposed of as per the norms of the Government. Red bins are also kept in some places in the campus to collect used face masks, and they are disposed of along with the biomedical waste from the health centre.

### **E-waste Management**

The college collects E-Waste and disposes it through recognised E-Waste management firms. The E-Waste collected in different areas in the college are gathered in a common place, and after segregation, based on the possibility of reuse, they are disposed of through recognised vendors.

### **Waste recycling system**

The water used in the hostel bathrooms is recycled by using the greywater Recycling system and the treated water is used for gardening.

### **Hazardous chemicals and radioactive waste management**

The Chemistry, Zoology and Botany departments take adequate measures to ensure that the hazardous chemicals, whenever used for experiments, are diluted and drained to the settling tank and disposed separately. Radioactive waste is not generated by any of the labs in the college.

<b>File Description</b>	<b>Document</b>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

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

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

#### **7.1.5 Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. landscaping with trees and plants**

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

<b>File Description</b>	<b>Document</b>
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

#### **7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

**Response:**

The New College campus is a microcosm of the social, ethnic, linguistic, regional, economic, religious and

other diversity of our nation. Although the college was established to educationally empower the Muslim minority community in South India, its doors have always been open to every aspiring student from any religion, culture, and geographical location. The college has a sizable number of students representing weaker sections and reserved categories, whose special needs are taken care of by the Cells established for the same.

The college admits students from the other states, including from northern and north-eastern regions, to the UG, PG and Research programmes every year. A few students from different foreign countries also add to the diversity of the campus. During the last five years (2016 to 2021), the college admitted **767** Students from the other states and **46** students from foreign countries. The diverse population within the college campus is represented during various activities and commemorative day celebrations.

The faculty and staff of the college are also drawn from different states of the country, including Tamil Nadu, Andhra Pradesh, Telangana, Kashmir, Karnataka and Kerala. In spite of its urban location, a large number of students from rural backgrounds are attracted to the college, owing mainly to its atmosphere of multicultural tolerance and friendliness. With the objective of integrating the less privileged students to the mainstream, the college provides free breakfast and free meals. Besides, diverse committees like the Equal Opportunity Cell, ST/ST Cell, Minority Cell, and OBC Cell ensure that all the students are treated equally by the institution. The major beneficiaries of the Scholarship by the management are socially disadvantaged students.

Cultural programmes organised by the college usually showcase the diversity of our nation. The celebrations of various religious and cultural festival, and the cultural competition conducted by the college, are expressive of the diversity and tolerance of the college. Sports and other competitions are opportunities provided to all the students to display their unique talents. In order to give equal opportunities for students speaking languages other than Tamil and English, the college magazine accepts entries in other languages like Urdu, Hindi, and Arabic. In addition, the college library subscribes to newspapers in five different languages with the objective of recognising the linguistic diversity among the students and staff.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

The vision of the college emphasises the objective of nurturing the students of the college into successful model citizens of the country by providing them quality education. The college sensitises its students and employees on their constitutional obligations through the courses offered by various departments, extracts



from the constitution included in the college handbook, website, cultural programmes, special lectures, and commemorative day celebrations. Besides, the college utilises the celebrations of nationally important days to sensitise students, faculty, and staff on their constitutional obligations.

The Independence Day and Republic day celebrations organised by the college, various clubs and departments often include promotions of the values enshrined in the Indian Constitution. The college sensitises students on their responsibility and constitutional obligations through constitution related courses offered by departments like History and in the Foundation course offered by language departments. The courses on Indian literature offered by the Department of English, analyse the history of the nations reflected in Indian literature.

The college calendar contains extracts of the fundamental duties and preamble of the Indian Constitution aimed at sensitising students on their constitutional obligation and to promote patriotic values. Besides, the various display boards kept in the college campus also contribute towards sensitising students on their constitutional obligations.

The NCC and NSS units and other extension clubs of the college are involved in extension activities within and outside the campus aimed at sensitising the students to be responsible citizens. The cultural programmes conducted by the college include performances promoting nationalism and universal brotherhood, besides patriotic songs and performances celebrating the cultural diversity of the nation. The college invites resource persons and historians during celebrations of the days of national importance to speak on topics related to values, rights, duties and responsibilities of citizens in our country.

File Description	Document
<ul style="list-style-type: none"> <li>• Details of activities that inculcate values; necessary to render students in to responsible citizens</li> </ul>	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

<b>File Description</b>	<b>Document</b>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The New College has a rich tradition of celebrating days of national importance with patriotic fervour, and holding national and international commemorative days with suitable programmes. For the college, commemorative days are opportunities to create awareness among students on the occasions celebrated. Commemorative days are also utilised for extension activities in the neighbourhood areas.

Celebrations of national importance like the Republic Day and Independence Day are organised by the college as a whole as per Government protocols, which includes hoisting of national flag and arranging an invited lecture on Independence Day, unfurling of the national flag and arranging an invited lecture on the importance of the constitution on the Republic Day. These two days of national importance are considered as opportunities for promoting patriotism and awareness.

Whereas celebrations of other commemorative days are allocated to various departments and clubs like NSS, NCC, and Rotaract. These celebrations usually include awareness processions and campaigns within and outside the campus, poster presentations, special lectures, green initiatives and so on.

The commemorative days celebrated by the college include Republic Day, Independence Day, Gandhi Jayanti, Children's Day, Teachers Day, National Education Day, Research Day, Human Rights Day, Earth Day, World Peace Day, Energy Conservation Day, Pollution Day, World Computer Literacy Day, World Arabic Day, World Ozone Day, National Science Day International Women's Day, World Intellectual Property Day, Anti-Tobacco Day, World Environment Day, National Sports Day, and International Anti-Corruption Day.

<b>File Description</b>	<b>Document</b>
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<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:**

**Practice – I**

**1. Title: Experiential Learning through Social Engagement (ELSE)**

**2. Objective of the Practice:**

The New College believes that learning by doing can be best experimented by involving the students in social work activities. As social work is included as one of the extension activities in the curriculum for which two credits are to be secured, the college has identified it as an avenue for experiential learning.

The main objectives of Experiential Learning through Social Engagement (ELSE) include:

- Involving all students in socially useful productive work as part of the effort to develop them into well-rounded and socially responsive individuals.
- Utilising the social service opportunities as avenues for developing the skills of students.
- Focussing on developing qualitative skills like empathy, leadership, service-mindedness, group dynamics, and organisation skills, thus preparing them to face the challenges of life and career.
- Making students participate in the nation building process through social service-based learning.
- Contributing significantly towards addressing the developmental needs and social backwardness of the neighbourhood areas of the college.
- Creating avenues for instilling environmental sensitiveness among the students through social service activities.

The above objectives are met by streamlining the activities of the Extension wings and clubs of the college like NSS, NCC, Youth Red Cross, Rotaract Club and departmental extension clubs.

**3. The Context:**

As an institution with a proven track record of social commitment, the students and staff of The New College have been in the forefront of several social missions in the neighbourhood and adopted villages for the past several decades. For instance, every year the NSS conducts special camps in an adopted villages and involve students in several developmental missions in the village.

Every student is made to join one of the extension clubs, and it is mandatory for them to participate in some form of social service. The college has four units of NSS, two units of NCC, a Rotaract Club, a

Youth Red Cross unit, a Red Ribbon Club, an eco-club named NEST, and a Citizen Consumer Club. In addition, there are extension clubs and sectional associations in the departments that organise social service activities using the expertise and resources available within the department. These Clubs include

- i) CSR Club, Department of Corporate Secretaryship,
- ii) Environmental Activity Club, Department of Economics,
- iii) Achievers' Club, Department of Commerce,
- iv) New Phy Club, Department of Physics,
- v) E-Society, Department of Sociology,
- vi) Crypto-Tech Club, Department of Computer Science,
- vii) Humanitarian Club, Department of English,
- viii) Khidma Club, Department of Mathematics,
- ix) Green Warrior's Club, Department of Botany,
- x) Enablers' League, Department of Business Administration,
- xi) Association of Ignited Minds, Department of Accounting and Finance, and
- xii) Newgen Enviro Club, Department of Biotechnology.

The social service wings of the college have significantly contributed to the development of the neighbouring areas and the adopted villages. Every NSS volunteer is expected to carry out 120 hours of social work in a year; besides, they participate in annual NSS camps conducted in villages. Besides, during occasions of natural calamities and disasters, the college community as a whole comes forward to help the affected by providing food, and other basic needs, and contributing generously for improving their conditions after the calamities.

The college used the services of the students in carrying out its village adoption programme funded by the Unnat Bharat Abhiyan scheme of the Ministry of Education, Government of India. Besides, the annual NSS camps have been conducted in villages adopted by the college in nearby districts like Kancheepuram and Thiruvallur.

#### **4. The Practice:**

Every student involved in social work gets opportunities to develop core skills like leadership qualities, interpersonal skills, communication skills, team work skills and presentation skills while engaging in extension works. As the social work initiatives include such activities as assisting weaker students from the neighbourhood schools, the activities are likely to prune the academic skills of students involved in such activities.

During the last five years the college adopted seven villages in Thiruvallur District of Tamil Nadu where the college conducted five special camps involving service activities like socio-economic surveys, medical camps, renovation of school buildings, cleaning the streets, laying of roads, plantation of saplings, and so on. Special awareness sessions are conducted in villages on disease prevention, hygiene, and protection of the environment. The college has provided substantial help to the self-help groups in villages by training them in such activities as phenol making and candle making to become microentrepreneurs. In all these activities, students of the college participate as volunteers. Key life skills are inculcated by the students during the process. As all the students are involved in different works during the camps, the activities during camps result in developing self-reliance among the students.

### **5. Evidence of Success:**

Students who were actively involved in social service excelled in their academics, and their attachment to the society and their practical learning enhanced their maturity. Besides, the smartness and the skills acquired by the student leaders which enabled them to crack placement interviews easily. Another significant outcome of the programme was that the social service initiatives in general and the activity oriented learning involved in social work, in particular improved the attendance of students and the overall examination results of the college. Over the last five years the college engaged the students for donating 2258 units of blood through eighteen blood donation camps, which resulted in saving many lives. The medical camps conducted as part of the initiative served more than 1500 beneficiaries. During the last five years, the social service initiatives resulted in planting more than 15,000 saplings in the neighbourhood areas, adopted villages and in the campus. The college won 40 awards for social work during the same period. Regular beach cleaning drives carried out by the extension wings of the college enabled the Chennai corporation to keep the Marina Beach clean.

All the students who participated in the NCC activities developed proficiency in Hindi language by interacting with their north Indian counterparts during camps and social work activities. Participation in trekking, paragliding, parasailing, mountaineering, and Thal Sainik Camps, Republic Day Camps, Army Attachment Camp, and training in Indian Military Academy, Officer's Training Academy, and Combined Annual Training camps which also included social service activities, enhanced the endurance and other life skills of the NCC cadets. Programmes like leadership camps and youth exchange programme enhanced their employability skills.

### **6. Problems Encountered and Resources Required:**

Primarily, the number restrictions in the clubs (NSS, NCC, YRC, etc) available in the college was the main obstacle to accommodate all the students. The problem was resolved by strengthening departmental extension wings. Secondly, the interventions in the adopted villages were most often limited to the days of the annual special camps. This has resulted in fewer follow up activities. Thirdly, the scarce financial support from government agencies for developmental activities in the adopted villages was a handicap in initiating many development activities. Further, the social engagement initiatives could not penetrate deep into problems like poverty and health issues faced by the people in adopted villages.

### **7. Notes:**

Experiential Learning through Social Engagement was beneficial in two ways: students became socially sensitive, and they learned certain key skills while doing their mandatory social service. Social engagement, particularly in rural areas, enhanced their empathy, and consciousness of the living conditions

of such groups like people from remote villages and the urban poor. The problems encountered by the children of neighbouring government schools and aided schools were recognised during field works conducted by certain clubs, and many departments in the college came forward to help them by involving their students in teaching the basics to the schools children.

## **PRACTICE - II**

### **1. Title of the Practice: Employment Enhancement Programme (EEP)**

### **2. Objective of the Practice:**

The New College considers preparing students for employment as one of the main goals of tertiary level education. With this objective, the college engages in a series of career orientation, skill training and personality enrichment activities to strengthen the students' employability, right from the *Deeksharambh - Student Induction Programme (SIP)*. As the college believes that the best time to start a career is immediately after completing the UG degree, right from the first semester, students are oriented towards selecting their career path. All these efforts aim at enhancing the readiness of students for a career by the time they graduate. The other objectives of the practice include:

- Offering Employability Skills course to all the UG and PG students.
- Enhanced focus on communication skills.
- Providing training for employability.
- Conducting tests for interview, presentation, resume writing, and group discussion.
- Engaging students in various skill development activities.
- Promoting internships, field work, and field visits.

### **3. The Context:**

Employability is a matter of grave concern for today's graduates. Colleges across the country have been facing the challenge of making all its graduates employable by developing transferable skills, life skills and employability skills. In spite of their impressive performance in their studies, many graduates find it difficult to get hired in campus interviews and in other employment examinations. In this scenario, the college realised the absence of a system to address the problem of employability in a structured manner. Moreover, the existence of a disconnection between the academic attainments and the employability of students is found to be a matter of concern. The college utilised its Autonomy to address this problem by introducing a compulsory two-part course in Employability Skills from 2017-18 academic year, which stands out as one of the best practices in the college. The Employability Skills course was introduced as a common course under Part IV of all UG programmes. The course necessitated training the students in basic

skills like interview techniques, presentations, resume writing, and group discussion, needed to excel in job interviews and aptitude tests. The Department of English was entrusted with the responsibility of teaching the course and conducting related training programmes and practical examinations.

#### **4. The Practice:**

As The New College believes in starting to orient students towards their career as early as the first semester, the Employability Skills course was introduced in the first two semesters. The course was designed as a skills-based course, and it is imparted following the principles of activity-oriented teaching. The course covers such aspects as planning for career, developing essential interpersonal and soft skills, developing technical competency, preparing for aptitude tests, interview and group discussion skills, understanding the expectations of the employers in the changing times, and preparing for campus placement. The college developed its own textbook for teaching employability skills, keeping in mind the specific requirements of the types of students admitted in the college. The textbook included information sections, classroom activities, and QR code links for further self study. The responsibility of teaching this course has been entrusted to the Department of English. The syllabus and the book used to teach the course was periodically updated to address the employability requirements of the changing times. The course has two assessment methods - i) practical viva voce (oral) examination involving interview skills, test of communication skills, resume writing and presenting, and Group discussion; and ii) end semester written examination.

In addition to the regular classroom training, the Department of English conducted Employability training programmes for the benefit of all the first year UG students to train them for the basic skills needed to succeed in Employment tests and interviews.

#### **5. Evidence of Success:**

The first batch that received the Employability Skills course completed their UG programme during the 2019-20 academic year. The batch witnessed tremendous improvements in the campus placements in general and the number of students appearing for campus placement drives, in particular. 244 placement offers were secured by the students of this batch, and 428 students from the batch pursued higher education for enhancing their career prospects. The same trend was witnessed the next academic year (2020-21), as well. The general outcome of the course included making all students learn to plan their career, prepare their own resumes, acquire the necessary informatics skills to apply for jobs online, and prepare themselves for online aptitude tests, interviews and group discussion. The course also resulted in introducing students to various online resources like online tests, and online courses. The course enhanced online certifications and enrolment of students to various online courses.

The orientation towards employability also resulted in enhancing the number of students taking up field projects and internships. 2356 Students completed internships, field projects and student projects in the academic year 2020-21 as a result of the awareness on on-the-job training created by the course.

#### **6. Problems Encountered and Resources Required:**

The initial difficulties in implementing the programme included training the teachers to deliver the lessons following activity-oriented teaching methods. This was overcome by conducting a series of informal interactive meetings with the teachers in the presence of the author of the book to discuss the methodology followed in teaching the course. Another important challenge was updating the syllabus and course

material every year, considering the fact that frequent changes take place in the employment scenario in general and the skill expectations of employers in the emerging times, in particular. The problem was resolved by bringing out fresh editions of the book with additions and modifications. Providing internship opportunities to all the students was also found challenging. The college is in the process of developing more industry interactions through MoUs to provide internship opportunities to all the students.

## 7. Notes

As the college enjoys the locational advantage of being in a metropolitan city with hundreds of MNCs and other potential recruiters, the course enabled the college to invite more recruiters to select its students. The years after the introduction of the course witnessed enhancement in the number of companies visiting the campus. The use of various online resources also enabled the students to face online tests and online placement interviews. The college has revised the syllabus for Employability Skills in 2020-21, incorporating some of the skills needed for career success in the post-pandemic scenario.

File Description	Document
Best practices in the Institutional web site	<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:

#### **Elevating the Disadvantaged through Equity Initiatives**

The New College is run by a not-for profit society (MEASI) which has been engaging in social and educational activities from 1901. The College has been nurturing a sustained commitment to uplift the socially and economically disadvantaged students right from the time of its establishment in 1951. The main inspiration behind the equity initiatives of the institution is the realisation that even after 75 years of independence, Indian Muslims remain an educationally backward community. According to the latest available AISHE report, the total enrolment ratio of Muslims to higher educational institutions is 5.5% and the enrolment of other minority communities is 2.3%. Whereas, students from SC and ST constitute 14.7% and 5.6% of the total enrolment, respectively.

(<https://aishe.gov.in/aishe/viewDocument.action?documentId=277>)

The college envisions

**“To promote educational and economic equity by helping aspiring and underprivileged youth gain access to quality education and to nurture them into successful model citizens of the country.”**



The vision is actualised through the Mission

“To follow a 5E holistic development approach that strives to

- **ELEVATE** underprivileged students with affordable education
- **EDUCATE** through a qualitative platform and updated pedagogy
- **EMPOWER** the students by instilling right values, skills and confidence
- **ENGAGE** students in real life situations and transform them into responsible leaders of tomorrow
- **EXCEL** in all aspects of governance, education and development.

Steps taken by the institution to elevate weaker sections among its students include

- Free education in select programmes.
- Scholarship by the parent body.
- Scholarship by Alumni association of the college.
- Admission to first generation learners.
- Career guidance & counselling.
- Placement services.
- Free Mid-Day Meals.

### **Admission**

The admission policy of the college clearly defines the thrust of the college on empowering the students from the minority community. The college follows the regulations of the Government of Tamilnadu in admitting students. As the reservations rules of the government necessitates offering admission to students from different reservation categories, in effect, the majority of the students who get admitted to the college belong to the socially disadvantaged sections. As the college has also been known for admitting first generation learners, a lot of first generation learners seek admission in the college. For instance, as per the admission ERP data, the college admitted 560 out of 2084 first-generation learners during the academic year 2020-21.

### **Scholarships**

As part of its vision to contribute towards educational and economic equity, the parent body of the college sets aside an average of more than Rupees One Crore every year for scholarships to the socially backward students. The college management **disbursed a sum of Rs. 5,23,46,005/-** towards scholarships to **4058**

**financially deprived students** during the last five years. The New College Alumni Association (NCAA) also provided scholarships worth **Rs. 1,07,820/-** to six meritorious students from backward sections pursuing UG and PG programmes in the college during 2020-21 academic year. In addition, the efforts taken by the institution resulted in **346** students securing scholarships from different other sources, excluding government scholarships.

### **Free Education Schemes**

The college provides free education under four different categories. Firstly, with the objective of promoting the languages, the college does not collect tuition fee and special fee for UG and PG programmes in Arabic, Tamil and Urdu languages. During the last five years, **398 students were benefited** by the scheme. Secondly, children of the self-supporting faculty and staff working in the college are eligible for free education. Thirdly, the college provides free education to exceptionally brilliant students, and students from extremely poor backgrounds. In addition, the University of Madras recommends a few students for free education every year. For instance, the entire UG and PG (Physics) educational expenses of a student who excelled in space science was borne by the management. In addition, the college offered free education to students recommended by local community leaders in a special drive conducted in 2021. On the whole, free education and special scholarships worth Rs. **7,71,710/-** were provided by the institution during the five years.

### **Mid-Day Meals Schemes and Free Breakfast Scheme**

In the academic year 2018-19, the college introduced a mid-day meals scheme for poor students. The scheme has been a phenomenal success as an average of 120 students were benefited by the scheme every day. On the whole, from 2019 to 2021, 404 students were benefited by the scheme. Besides, the college has started providing breakfast to Shift I students coming to college from disadvantaged backgrounds from 2021. Under this scheme, on an average 50 students are provided free breakfast every day.

### **Career Guidance and Placement**

The career guidance and placement cell of the college organises a series of free career guidance programmes and placement drives for the outgoing students. These drives are also aimed at providing job opportunities for the socially disadvantaged students. More than three thousand students are benefited by the activities of the cell during the last five years, including students who progressed to higher studies and students who got placement.

### **Other Schemes**

Other equity initiatives of the college include the One Rupee Scheme and Departmental Students Scholarship Funds in select departments aimed at collecting funds for helping financially backward students to pay their examination fees and tuition fee.

### **Assistance for Divyangjan Students (the Visually Challenged)**

All the visually challenged students of the college are exempted from paying their college fee and examination fee. They are also provided free lodging in the New College Hostel.

### **Conclusion**

Thus, among the various steps taken by The New College to implement its vision, the equity initiatives discussed above stand out distinctively. 18,413 students were benefited by the equity initiatives of the college. The gradual increase in the amount of scholarship disbursed by the management from 2016-17 to 2020-21 is a clear indication of the efforts taken by the institution to enhance the support rendered to the deserving students. While in 2016-17, the management spent Rs. 89,30,200/- towards scholarships, the amount increased to 1,27,90,020/- in 2020-21. Thus, all these equity initiatives of the college are ways to implement the mission of elevating and empowering the students admitted in the college.

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

## **5. CONCLUSION**

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### **Additional Information :**

#### **Relief Initiatives of The New College**

The college has always been in the forefront in supporting people affected by the natural calamities within and outside the state. The collective efforts taken by all stakeholders of the institution during times of calamities helped significantly in alleviating the sufferings of those affected.

#### **Covid-19 Care Initiatives**

When the whole world was struck by the Pandemic, the New College community came forward to support people affected in several ways, including supply of relief materials, arranging vaccination camps, caring for those hospitalised, and distributing food packets near the college gate and in other places in the city.

#### **Earn While You Learn**

The college provides part-time job opportunities to students who have to support their families. The placement cell of the college arranges on-campus drives to select students for part-time jobs.

#### **CA Coaching Centre**

The college has established a Chartered Accountant (CA) Examination Coaching Centre within the campus, with the objective of helping the large number of Commerce students in the college. The Coaching is offered to students free of cost.

### **Concluding Remarks :**

The New College has been empowering the minority communities through education right from the times of its establishment. The college has passed almost all important milestones that an institution of higher learning in India aspires to cross, during its seven-decade-long journey. The college reached today's stature gradually, passing through different stages like an institution offering only pre-university programme in the beginning to a centre for research leading to the award of Ph.D. today.

Eleven departments in the college offer higher education from UG to Ph.D. More departments are expecting to become research centres in the near future. The college is striving hard to cross a few more important milestones in the years to come, including the status of college with potential for excellence, college of excellence, and an institution with greater autonomy.

The glorious educational services of the institution is reflected in its alumni who are working in different fields and occupying coveted positions across the globe. The college is continuing to produce illustrious graduates who will become the torch-bearers of change, thus contributing to the development of the nation.

## 6.ANNEXURE

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### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
4.1.3	<p><b>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</b></p> <p><b>4.1.3.1. Number of classrooms and seminar halls with ICT facilities</b> Answer before DVV Verification : 105 Answer after DVV Verification: 103</p> <p>Remark : Input edited as per the clarification given by HEI.</p>

### 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations