



SELF STUDY REPORT

FOR

5th CYCLE OF ACCREDITATION

UNION CHRISTIAN COLLEGE

**P.O BOX 05, UNION CHRISTIAN COLLEGE POST, ALUVA, ERNAKULAM
683102**

www.uccollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Union Christian College, Aluva completed its **centenary in 2021**. The institution traversed this historical landmark during the present Accreditation Cycle. The College was **established in 1921** as the realization of the shared dream and passion of a group of young visionaries, who with their alacrity and meticulous ways spearheaded the vision of the college as their life-mission.

In 1958, the College opened its portals to women, thereby initiating women's access to higher education in Kerala.

The College has an illustrious line of alumni, whom we remember and treasure with great awe and pride. The College has a campus area of **42.4 acres** and a built-up area of **110,400 sq. mt.**

The college is affiliated to Mahatma Gandhi University, Kottayam and is a recognized minority institution. The college has **2(f) and 12(B)** status of the University Grants Commission (UGC), New Delhi.

Under the **NIRF**, the college was ranked in the **100-150 band** in 2018, **150-200 Band** in 2019 & 2021, **97th** in 2022, and **77th** in 2023.

The College was granted ISO 14001:2015 Certification.

The College was first accredited by **NAAC in 1999** at the **Five Star level**. The second accreditation was done in **2007 (B++)**. The Third accreditation was in **2011 (A) CGPA 3.35**. The fourth cycle was in **2017 (A) CGPA 3.45**. Currently the college awaits the fifth cycle of accreditation.

The college won the **R. Sankar Award** instituted by the Government of Kerala for the best Special Grade Arts and Science College in the State for the **Year 2000-2001**.

The College runs at present, **16 UG and 14 PG programmes and 10 research centers** catering to 2722 promising students (the majority of **61.85% being girls**) and 76 PhD Scholars. The College has 139 Full time teachers of which 57 are PhD Holders and 46 supporting staff.

The project approval board of **RUSA** has ranked Union Christian College first among 622 "well performing eligible colleges" and considered the College eligible for Infrastructure Grants with a score of 95.7 in the year 2018.

The College has been granted funds from **RUSA, DST-FIST, DST-SERB, DST-WOS, DBT-STAR, UGC** and **KSCSTE**.

Vision

Serve the nation by facilitating and modeling wholesome and socially relevant education to actualize the values of humanism in accordance with the revelation in Jesus Christ.

Mission

The Union Christian College, extending God's love to all, is committed to providing such education that facilitates the growth of the whole person and brings out the best in him or her that they would serve our nation and humanity at large and the ecosystem, as intellectually competent, morally upright and spiritually inspired persons.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Institutional image, pride and cultural heritage
- Accessibility to the College- 11 Km to Airport, 3 Km to railway station, 14 Km to seaport
- Highly supportive management
- Decision making process is democratic
- Affordability and quality of education
- Highly qualified and experienced faculty with majority PhD Degree Holders
- Committed supporting staff
- Merit based faculty recruitment and student admission
- Teacher-student relationship
- Eco-friendly campus
- High demand ratio for all the programmes with student enrollment of 96.4%
- Quality research with publications and projects by faculty members and students with 10 research centres
- International linkages and MoU's
- Registered Alumni associations in and outside the country
- Activities of clubs and associations complementing class room education
- Active NCC/ NSS units and service learning center
- Scholarships for meritorious and financially challenged students
- High density of young faculty members with updated knowledge and research background
- College supported by UGC, DST, RUSA, KSCSTE
- Renewable energy resources 60kW Solar Power
- Decentralized administration
- Wi-Fi Connectivity
- ISO 140001:2015 certified College
- Necessary amenities for College
- College equipped with 6 Women's Hostel and 2 Men's Hostel including 2 Sports Hostels
- Women students majority with 62.4%
- Noon meal scheme for needy students
- Effective and Organized Functional IQAC
- Regular participant of NIRF Ranking and AISHE Survey
- Sports and Cultural activities

Institutional Weakness

- Limited Marketing/promotion programmes
- Lack of sufficient interdisciplinary programmes, no freedom to start new generation courses
- Limited freedom for academic innovation
- Limited facilities to students for part-time job while learning
- Delay in sanctioning of retirement vacancies in aided stream by the Government.

Institutional Opportunity

- Alumni support
- Faculty exchange programme with international institutions
- Consultancy and Extension
- College is Nodal centre for MOOC and COURSERA courses
- Support from various funding agencies
- Student exchange programmes with international institutions
- Young faculty members with specialised knowledge and research skill

Institutional Challenge

- Starting new generation courses
- Attracting students from other states and countries
- Financial constraints for developmental activities
- Delay in conducting exams and publishing of results by parent university
- Falling number of experienced senior teachers for mentoring due to retirements
- Establishing national and international collaborations with incubation center.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college adheres to **Choice Based Credit System** curriculum designed by the Mahatma Gandhi University for UG, PG and PhD programmes. In terms of curriculum design, **30 teachers** were members of **Boards of Studies (BOS)** in the affiliating University during the assessment period - with 13 teachers (including 2 Chairpersons) in 2017, and 18 teachers (including 1 Chairperson) after a revision in 2021.

The curriculum planning, implementation and evaluation processes are monitored by the IQAC, Staff Council, Heads of Departments and Internal Examination Committee. There is a systematic mechanism that follows the **University Academic Calendar, with College Academic Calendar, Department Calendar, College Handbook, Course Plans, Academic Work Diaries and Lesson Plans** to facilitate planning and time bound delivery. **ICT enabled, participatory** learning through LMS Moodle, Google classroom, Google Meet and Zoom, supplemented by **seminars and workshops on crosscutting issues ensures holistic education** and time bound delivery. **Entry Level Testing, Bridge Courses, and Remedial Sessions** are conducted to enable effective curriculum delivery. **Centralised Internal Assessment** and consistent result analysis is supported by a **well-documented feedback system**.

Monitored by the IQAC and Departmental OBE committees, the college implemented **Outcome Based**

Education, in line with NEP 2020, with well-defined POs, PSOs and COs. Other significant details are mentioned below:

- The college offered 269 Value Added courses during the assessment period, with 70% students enrolled
- The **NPTEL Local Chapter** initiated in 2018
- **3940** students enrolled in **208** NPTEL- Swayam courses
- '**Coursera@campus**' was initiated, facilitating online courses
- **456** students completed **66** Coursera courses
- **1337** students undertook projects/ fieldwork/ internships in the last academic year
- **324** courses in the curriculum address crosscutting issues such as human values, gender sensitivity, professional ethics and environment sustainability
- Courses on **Human Rights and the Environment** and **Organic Farming and Manure Making** are compulsory components of the UG programme
- The **crosscutting issues** mentioned above are integrated into everyday experience of students through programmes conducted by Departments, clubs, cells, associations, NSS, NCC, and through mentoring and value added courses
- **Feedback** on curriculum, academic performance and ambience of the institution were collected and corrective measures taken and recorded when the need arose

Teaching-learning and Evaluation

The Union Christian College, is committed to providing such education that facilitates the growth of the whole person and brings out the best in him or her that they would serve our nation and humanity at large and the ecosystem, as intellectually competent, morally upright and spiritually inspired persons. This mission reflects in our Teaching, Learning and Evaluation processes.

The admission Process is carried out through the online Centralised Allotment Process regulated by Mahatma Gandhi University, Kottayam.

The college has an average student enrolment ratio of 95.17%.

The college adheres to the reservation policies of the Government of Kerala and the admission procedures of Mahatma Gandhi University, Kottayam.

High demand ratio of programmes offered indicates that the college is a desirable destination for knowledge seekers in Central Kerala.

All sanctioned posts are filled with full time teachers to maintain an average student-teacher ratio **19.19:1**.

Teachers who have been working here are well qualified among whom **71.97%** have NET, SET or Ph.D.

In alignment with the National Education Policy, the College effectively implements activities to facilitate student-centric learning. The methodologies are grounded in the concept of metacognition (students' thinking about their own thinking), an important element of active learning. The College has conceived and executed thoroughly stimulating and engaging teaching-learning methodologies.

Innovative teaching methods and ICT tools aid effective curriculum delivery. LMS Moodle and other learning

platforms like Google Classroom and other open educational resources enhance effective teaching-learning process.

A transparent and fair method of assessment is in place, in tandem with the University regulations where each semester the learner's competence is assessed in Formative and Summative formats. The institution has a three-tier grievance redressal mechanism for exam related grievances - Department, College and University level.

Programme Outcomes (POs), Programme Specific Outcome (PSOs) and Course Outcome (COs) are stated and displayed on the website and in the department.

Result analysis is done both at department and college level and average pass percentage for the assessment period is **81.07%**.

Research, Innovations and Extension

The institution provides a conducive environment for research, innovation and extension, by implementing policies and practices favourable for attaining the desired outcomes. The institution has a vibrant research culture with **10 Research Centers, 37 Research Guides, 76 Research Scholars** and a Research Advisory Council chaired by the Principal.

A Research Development Cell and 5 Research Committees deal with Finance and Infrastructure, Research Programme Policy Development, Collaboration and Community, Product Development Monitoring & Commercialization and IPR, Legal & Ethical Matters, respectively.

41 PhDs were awarded, 3 patents granted and 1 provisional patent filed during the assessment period. Faculty members are actively involved in research through research projects and publication. The institution was granted a total amount of **Rs.220.59 lakhs** in the form of Research Grants for 13 teachers during the assessment period.

The institution has created an ecosystem for innovation, skill development, creation and transfer of knowledge and entrepreneurship among the students by dedicated centers for Research, Entrepreneurship, Incubation, etc. One Student Startup Incubation has commenced with the fund of Research Incubation Grant funded by Research Incubation Programme (a joint venture of Kerala Startup Mission and Mahatma Gandhi University, Kerala). The product (Fertilizer Stick) will make gardening and agriculture easier. Dry Leaf Composting and effective canteen tea waste management are other innovative highlights. Indian Knowledge Systems have been effectively incorporated into the PG syllabi of various Departments.

105 workshops, seminars and conferences on various themes related to UNAI principles, SDGs including Research Methodology, IPR and entrepreneurship were held during the assessment period. The College has 278 Research Journal publications and 224 Book Chapters authored by faculty members. As many as 123 Community Extension Activities were carried out in association with NCC, NSS, Aster Medcity, Vara Club, Anti-Narcotics Cell, Disaster Management Club, Pain & Palliative Club, etc. Service Learning initiatives were carried out by various Departments. There are **43 MoUs, 06 Collaborations** and **07 Linkages** for Faculty/ Student Exchange, Internship, Field Project, On-the-job training, Research and other academic activities. These were initiated and related activities held during the assessment period.

Infrastructure and Learning Resources

Physical facilities – The College has land area of **42.4 acres**, with **1188335 sq. ft.** of built up area. The main structures contain **77 Classrooms, 20 Department Staff Rooms, 51 Laboratories, 05 fully furnished Seminar Rooms, 02 Botanical Gardens, 1 instrumentation Room** each for Chemistry, Botany and Physics Departments, **05 Computer Labs, 02 Archaeological Museums, 03 major playfields, 03 playing courts, 01 Indoor Stadium, a well-equipped gymnasium, 01 Counselling Centre, and 04 Auditoriums.**

Other than the Central Library, there are 14 department reference rooms. The College has 05 Women's Hostels, 02 Boy's Hostels. These include 02 Sports Hostels. Seven staff quarters including Principal's and one staff apartment block consisting of 07 apartments are located inside the campus. Two staff quarters are located adjacent to the Women's Hostel outside the campus.

The Students' Cooperative Society Book Stall, a Counseling Centre (BLISS), a Crèche, a Co- Operative Bank, 02 Canteens and Post Office too are situated within the campus.

Library as a Learning Centre - The built up area of the library is 9300 sq. ft. with a seating capacity of 222. The library resources at present comprise of 85,000 books, 34 print journals, 21 magazines/periodicals, approximately 6200 e-resources, and 3 million e-books (N-LIST). Books are bar coded, issue and return of books are computerized. The average walk-in number is around 270 per day.

IT Infrastructure: Free Wi-Fi facility is available on the campus. An assemblage of 425 Desktop computers and 40 laptops are available on the campus and these are connected on LAN via underground Optical Fiber Cable. Two system administrators look after the IT facilities. The College has a Public Address System.

Maintenance of Campus Facilities - Computers and Network issues are covered under warranty or Annual Maintenance Contract. A transformer has been installed for trouble free power supply. The power supply to computers is backed up by UPS, and the major equipment and laboratories have generator back-up (03 generators).

The maintenance of the campus is done by the Works Department under the supervision of a faculty member and a committee.

Student Support and Progression

The college strives to facilitate a propitious domain for the students to augment their learning experience through adequate scholarships and bursaries, capacity building exercises, career guidance etc. The institutional endeavors have succeeded in nourishing a fertile and dynamic habitat for our students to attain befitting placements and academic progression as well as to realize their extracurricular potentials in sports and cultural arena, raising the status of the college to greater heights. The students find the grievance redressal mechanisms prompt, reassuring and not intimidating. The alumni have always been the biggest testament to our commitment to students and have stood as a pillar of strength through their unremitting engagements in fostering student support.

The college is delighted to attest that:

- We have been successful in identifying and apportioning various government, non-government and

institutional **scholarships and freships to benefit 74.7% of students.**

- **102 capacity building and skill enhancement programmes** were conducted by the various departments, college union, NCC, NSS and other clubs to conscientise and train the students in soft skills, communication skills, life skills and to impart awareness of the trends in technology.
- **48.04 % of the students** benefited through **55 competitive examinations and career guidance programmes** organised by different departments, College Union and other agencies.
- The college has ensured effective and transparent mechanisms for **timely and speedy grievance redressal through statutory committees:** anti-ragging cell, women harassment prevention committee, grievance redressal committee, and internal complaints committee.
- **68.92% of the pass out students progressed** to higher studies or secured placement.
- **251 students qualified** in various international/ national/ state level **competitive examinations.**
- Students won **158 medals/ awards in sports and cultural activities** at University/ State/ National level.
- **Students participated in 195 sports and cultural programmes** conducted within the college or other institutions, averaging to 39 **programmes** per year.
- The college has a registered Alumni Association and has always welcomed their contributions to boost our academic and non-academic environment. Regular alumni meetings have paved the way for financial assistance for infrastructure development and instituting endowments/ scholarships as well as enlightening the students through invited lectures.

Governance, Leadership and Management

Institutional Vision and Leadership – The College was established with the objective of providing value based liberal education which aims at social development. To fulfill this objective the college admits students from diverse backgrounds irrespective of their religion, region, caste, economic strata and academic performance.

Strategy Development and Deployment - Use of ICT is well established in the teaching, learning and evaluation process. Encouragement is given to research. Avenues of community engagement are being discovered, and constructive tapping of human resource is being promoted.

Faculty Empowerment Strategies – The College conducts several programmes for faculty empowerment. An induction programme is organised for newly appointed members of faculty, Methodology workshops and ICT skill development programmes are organised for all teachers. Further, faculty members are encouraged to attend Refresher Courses and Orientation Programmes. During the period under review 44 faculty members attended Orientation/ Refresher Courses and 07 teachers carried out research under the Faculty Development Programme.

International Linkages

The College signed MoUs with International Christian University, Japan and Fu Jen Catholic University, Taiwan and Hong-Kong Baptist University during the accreditation period. The partnership with United Board, USA and Hope College, Holland MI, USA were strengthened during the term. Four faculty members from Hope College visited UCC as exchange faculty. The students of the Centre for Environmental Studies received a gift of \$1000 from Hope College for their environmental initiatives in service learning.

Financial Management and Resource Mobilization – Major sources of financial assistance to the College are

the grants from State Government for salary of the staff, development assistance from the UGC and special assistance from the Department of Science and Technology. Other sources of income are from self-financing programmes, revenue sharing programmes and contributions by the PTA. Appropriate authorities audit all the accounts of the college.

Internal Quality Assurance Cell (IQAC) – The IQAC of the college undertakes several quality improving activities. It organises academic workshops and academic reviews. It designs, implements, monitors and evaluates quality-improving initiatives.

Institutional Values and Best Practices

Union Christian College (UCC) is a beacon of excellence aligning institutional values and best practices with the overarching goals of sustainable development and the principles of the United Nations Academic Impact (UNAI). At the heart of this commitment lies the integration of the Sustainable Development Goals (SDGs) into the fabric of the institution.

- One of the cornerstones of UCC's dedication to the SDGs is its unwavering commitment to gender equality. The College provides equal opportunities to both male and female students.
- UCC's proactive approach to sensitizing students and staff about gender-related issues through annual awareness programs signifies its role as an agent of positive change.
- UCC embarked on a path of promoting community engagement, awareness, and the development of civic responsibility.
- Through a diverse range of events and commemorations, UCC actively nurtures an ethos of global citizenship and compassion.
- UCC's institutional values align seamlessly with the UNAI principles, embracing the ideals of the United Nations Charter, education for global citizenship, sustainability, human rights, and intercultural dialogue.
- The College's dedication to its mission statement of fostering national integration and harmony among diverse religions, cultures, and linguistic groups is evident in its celebration of socioeconomic inclusivity through the promotion of regional and cultural diversities and languages.
- UCC has made human rights awareness a cornerstone of its educational endeavors, evidenced by activities commemorating important occasions.
- UCC takes pride in championing two impactful best practices:
 - **VIKAS (Value-based Interventions for Knowledgeable Action in Society):** 'VIKAS' resonates with the SDGs of quality education, gender equality, and partnership for the goals.
 - **SANKALP (Sustainable Action for Nature, Knowledge & Accountable Life Practices):** 'SANKALP' exemplifies UCC's holistic approach to environmental stewardship, advocating responsible practices in waste management, energy conservation, sustainable food, and education. 'SANKALP' showcases the college's commitment to creating a sustainable and environmentally conscious campus and community.
- UCC's Distinctiveness - Participatory governance model is a testament to its adaptability in higher education's evolving landscape.
- Student-Staff collaboration drives innovation and societal progress, aligning seamlessly with UCC's objective of nurturing holistic and socially aware graduates.
- Clear communication and conflict resolution mechanisms within the participatory governance framework.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	UNION CHRISTIAN COLLEGE
Address	P.O Box 05, Union Christian College Post, Aluva, Ernakulam
City	Aluva Ernakulam
State	Kerala
Pin	683102
Website	www.uccollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. M I Punnoose	0484-2609194	9496106863	0484-2609194	iqac@uccollege.edu.in
IQAC / CIQA coordinator	Manju M George	0484-2967703	9778291520	0484-2609194	manju@uccollege.edu.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minority-certificate.pdf
If Yes, Specify minority status	
Religious	Christian Minority Institution
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	01-06-1956	View Document		
12B of UGC	01-06-1956	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	Yearly extension of approval EoA

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O Box 05, Union Christian College Post, Aluva, Ernakulam	Semi-urban	42.4	110400

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, English Language and Literature Model I	36	Plus Two or Equivalent	English,Malayalam	61	58
UG	BA,Malayalam,Malayalam Language and Literature Model I	36	Plus Two or Equivalent	English,Malayalam	53	48
UG	BA,History, History Model I	36	Plus Two or Equivalent	English,Malayalam	37	36
UG	BA,Economics,Economics Model I	36	Plus Two or Equivalent	English,Malayalam	70	66
UG	BSc,Botany, Botany Model I	36	Plus Two or Equivalent	English,Malayalam	37	32
UG	BSc,Chemistry,Chemistry Model I	36	Plus Two or Equivalent	English,Malayalam	56	49
UG	BSc,Computer Sciences,Computer	36	Plus Two or Equivalent	English,Malayalam	32	30

	Science Model III					
UG	BSc,Mathem atics,Mathem atics Model I	36	Plus Two or Equivalent	English,Mala yalam	48	44
UG	BSc,Physics, Physics Model I	36	Plus Two or Equivalent	English,Mala yalam	56	51
UG	BSc,Psychol ogy,Psycholo gy Model I	36	Plus Two or Equivalent	English,Mala yalam	38	37
UG	BSc,Zoology ,Zoology Model I	36	Plus Two or Equivalent	English,Mala yalam	37	30
UG	B.S.M.,Physi cal Education ,Bachelor of Sports Management	36	Plus Two or Equivalent	English,Mala yalam	42	41
UG	BSc,Bioscien ces,Biologica l Techniques and Specimen Preparation Model III	36	Plus Two or Equivalent	English,Mala yalam	39	34
UG	BCom,Com merce,Financ e and Taxation Model I	36	Plus Two or Equivalent	English,Mala yalam	52	50
UG	BCom,Com merce,Financ e and Taxation Model II	36	Plus Two or Equivalent	English,Mala yalam	52	49
UG	BSc,Electron ics And Computer M aintenance,El ectronics and Computer	36	Plus Two or Equivalent	English,Mala yalam	39	38

	Maintenance Model III					
PG	MA,English, English	24	Undergraduate	English,Malayalam	18	18
PG	MA,Malayalam, Malayalam	24	Undergraduate	English,Malayalam	18	18
PG	MA,History, History	24	Undergraduate	English,Malayalam	18	18
PG	MA,Economics, Economics	24	Undergraduate	English,Malayalam	20	19
PG	MSc,Botany, Botany	24	Undergraduate	English,Malayalam	12	12
PG	MSc,Chemistry, Chemistry	24	Undergraduate	English,Malayalam	12	12
PG	MSc,Mathematics, Mathematics	24	Undergraduate	English,Malayalam	18	14
PG	MSc,Physics, Physics	24	Undergraduate	English,Malayalam	15	14
PG	MSc,Psychology, Psychology	24	Undergraduate	English,Malayalam	19	18
PG	MSc,Zoology, Zoology	24	Undergraduate	English,Malayalam	15	14
PG	MSc,Biosciences, Bioinformatics	24	Undergraduate	English,Malayalam	26	24
PG	MSc,Biosciences, Biotechnology	24	Undergraduate	English,Malayalam	26	26
PG	MBA, MBA, Master of Business Administration	24	Undergraduate	English,Malayalam	60	60
PG	MCA, MCA, Master of Computer	24	Undergraduate	English,Malayalam	120	120

	Applications					
Doctoral (Ph.D)	PhD or DPhil ,English,English	36	Postgraduate	English	3	3
Doctoral (Ph.D)	PhD or DPhil ,Malayalam, Malayalam	36	Postgraduate	English,Malayalam	32	22
Doctoral (Ph.D)	PhD or DPhil ,History,History	36	Postgraduate	English	6	6
Doctoral (Ph.D)	PhD or DPhil ,Economics, Economics	36	Postgraduate	English	8	1
Doctoral (Ph.D)	PhD or DPhil ,Botany,Botany	36	Postgraduate	English	14	6
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	36	Postgraduate	English	16	6
Doctoral (Ph.D)	PhD or DPhil ,Mathematics, Mathematics	36	Postgraduate	English	2	2
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	36	Postgraduate	English	20	16
Doctoral (Ph.D)	PhD or DPhil ,Psychology, Psychology	36	Postgraduate	English	16	9
Doctoral (Ph.D)	PhD or DPhil ,Zoology,Zoology	36	Postgraduate	English	8	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				6				81			
Recruited	1	1	0	2	5	1	0	6	22	59	0	81
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				7				43			
Recruited	0	0	0	0	2	5	0	7	9	34	0	43
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				40
Recruited	28	9	0	37
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	0	9	0	9
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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.	1	1	0	5	3	0	20	31	0	61
M.Phil.	0	0	0	2	3	0	2	13	0	20
PG	0	0	0	0	0	0	5	40	0	45
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	4	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	6	0	9
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	811	0	0	0	811
	Female	1164	1	0	0	1165
	Others	0	0	0	0	0
PG	Male	229	0	0	0	229
	Female	521	0	0	0	521
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	11	0	0	0	11
	Female	65	0	0	0	65
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	117	120	115	95
	Female	197	209	220	220
	Others	0	0	0	0
ST	Male	29	23	26	24
	Female	35	36	45	50
	Others	0	0	0	0
OBC	Male	426	340	277	213
	Female	772	710	645	510
	Others	0	0	0	0
General	Male	399	472	456	448
	Female	596	752	806	877
	Others	0	0	0	0
Others	Male	41	30	34	23
	Female	56	57	42	42
	Others	0	0	0	0
Total		2668	2749	2666	2502

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Union Christian College has always maintained an eagerness to develop interdisciplinary and multidisciplinary courses which combine content, theory, methodology and praxis. This provides a flexibility to opt across disciplines from the sciences or the humanities, the arts or sports. The Open Courses offered during the 5th Semester of UG Programmes provide this opportunity. Add-on and Value added courses offered by the various departments are interdisciplinary in approach. The institution conducts almost 60 add-on/value-added courses. The mandatory end-semester UG/PG projects are often interdisciplinary in nature especially in the disciplines of arts and humanities,</p>
------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>presenting cross-cutting research opportunities. Seminars and Workshops are organised with multidisciplinary orientation. The various study centres like Centre for Applied Sciences (CAS), Centre for Environmental Studies (CES), Centre for Peace Studies & Dialogue (CPSD), Centre for Service Learning (SLC) etc. regularly conduct interdisciplinary programmes in association with the different academic departments and social organisations. The college is planning to introduce Four-year Multidisciplinary Graduate Programmes in the coming academic years, along with Vocational Certificate and Diploma Courses.</p>
2. Academic bank of credits (ABC):	<p>The college has registered under the Academic Bank of Credits. ABC allows the students multiple entry and exit options. The institution is open to the principle of distributed and flexible teaching-learning that allows a student to learn as per his/her convenience. The college is willing and equipped to implement the Academic Bank of Credit as per the guidelines of UGC and Mahatma Gandhi University, Kottayam, Kerala.</p>
3. Skill development:	<p>The college's Innovation and Entrepreneurship Development Centre, an initiative of the Kerala Start-up Mission, conducts training programmes to impart technical skills. The college conducts MOOC in Organic Farming. The Department of History offers an Advanced Diploma in Archaeology and Museology. The Department of Computer Science offers a course in Structured Information Processing & Network Applications. The Service Learning Centre runs a course in Service Learning. A course on Fundamentals of Peace-building is conducted by the Centre for Peace Studies & Dialogue. A Sports-integrated learning is undertaken to help students achieve the related life-skills such as self-discipline, and teamwork.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The College will develop courses in Indian Culture and Heritage, Basics of Sanskrit, Hindi for Communication, Yoga for Fitness, Indian Literature in Translation, and Folklore Studies. The class lectures are bilingual. The Oriental Languages stream is active with courses in Malayalam, Hindi and Sanskrit. The course 'Indian Poetics: Theories and Texts' is offered in the MA (English) programme already as part of the curriculum.</p>

5. Focus on Outcome based education (OBE):	Outcome Based Education is incorporated in the teaching-learning process of the college, establishing a student-centric approach. The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are displayed in the departments and communicated suitably to the students. Assessment of the attainment of the outcomes is analysed after each internal examination. Remedial actions are initiated for better attainment of outcomes.
6. Distance education/online education:	Teachers are given training in MOOC/Moodle. Online teaching platforms are used to enable online learning. Blended Learning and MOOC courses are offered. An MoU has been signed with CARD, Thiruvalla to deliver online education to tribal students. Launching Distance Education Courses is contingent on University regulations.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The formal commencement of the Electoral Literacy Club (ELC) took place at Union Christian College on December 7, 2022, marking an enthusiastic inauguration. The establishment of the ELC is a significant step towards fostering intellectually competent and morally upright individuals, aligning with the college's vision statement. The club's primary objective is to raise awareness among students about healthy electoral practices within a democracy, providing insights into the electoral process, including registration and voting. Moreover, ELC members undergo training to effectively educate targeted populations on voter registration, electoral procedures, and related matters. The emphasis is on practical experience, enabling members to convey the importance of voting and empower the target audience to exercise their right to franchise confidently, comfortably, and ethically. Recognizing the pivotal role of citizens in enhancing the quality of electoral participation, the ELC represents a crucial investment in promoting balanced citizen intervention in democracy
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	The Electoral Literacy Club holds a prominent position as a student initiative at Union Christian

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>College, with students joining based on their response to a public notice communicated through class teachers. The club's effective operation relies significantly on student coordinators, and the involvement of an active group of student representatives is crucial for its smooth functioning. Student coordinators are chosen through nominations from ELC members, while the Principal appoints coordinating faculty members as nodal officers. These faculty members are selected based on their experience as election officials in the general elections conducted by the Election Commission of the Government of India. Consequently, the ELC is currently driven by a dynamic combination of enthusiastic young student coordinators guided by experienced faculty members. This structure is designed to ensure the club's efficacy in fostering informed and responsible citizens, thereby enhancing their engagement in the electoral process.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club holds a significant role as a student-led initiative at Union Christian College, with students becoming members in response to a public notice distributed through class teachers. The smooth functioning of the club depends heavily on student coordinators, and the participation of an active cohort of student representatives is essential for its effectiveness. Student coordinators are selected through nominations from ELC members, and coordinating faculty members are appointed as nodal officers by the Principal. These faculty members are chosen based on their experience serving as election officials in the general elections conducted by the Election Commission of the Government of India. As a result, the ELC operates with a dynamic blend of energetic student coordinators under the guidance of seasoned faculty members. This organizational structure is crafted to ensure the club's success in nurturing well-informed and responsible citizens, ultimately enhancing their involvement in the electoral process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club at Union Christian College undertook a survey to assess the enrollment status of students in the voters' portal. Observing a notable number of non-voters, the club collaborated with the Electoral Registration Office in Aluva to organize a campaign encouraging voter enrollment within the college. Additionally, ELC members</p>

	<p>actively participated in a debate competition hosted by the Gandhi Darshan Club and College Union. The topic of the debate centered on the impact of "Campus politics weakens higher education sector."</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club is actively involved in raising awareness among students about the electoral procedures in the country and the crucial role that responsible citizens play in maintaining a healthy democracy. Through discussions, awareness talks, and surveys facilitated by ELC members, students are educated on the registration process, voting procedures, and the importance of participating in public elections. The club introduces its members to the Voters' Service Portal provided by the Election Commission of India, with a direct link accessible on the college website for convenience. This portal offers essential guidelines for enrolling in the Voters' list, checking application status, making corrections to the existing Election Photo Identity Card (EPIC), and downloading the same. Additionally, the portal assists individuals in locating their name in the electoral roll, identifying the polling station, and providing a self-explanatory FAQ section covering various election procedures, electronic voting machines, and the model code of conduct during elections. Students are consistently encouraged to utilize the portal to maintain updated information in the Voters' Service Portal, thereby contributing to the strengthening of the nation's electoral process.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2668	2749	2666	2502	2504

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 198

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
139	139	140	146	146

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
347.53	308.01	230.85	304.82	475.09

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution follows the curriculum and academic calendar prescribed by Mahatma Gandhi University, Kerala.

Curriculum Design

The faculty play an active role in curriculum design to ensure academic quality enhancement. As many as 30 faculty members of the College were on various Boards of Studies, 3 in the Senate and 3 in the Academic Council. Textbooks written or edited by 14 faculty members have been selected and prescribed for various courses. Faculty have also served as subject experts on syllabus preparation and revision committees.

Curriculum Planning

The IQAC disseminates the vision and mission of the college, through Open Assembly, and Orientation and Induction programmes. Based on annual Academic Calendar and the Master-Timetable of the college, department-wise calendars/timetables are prepared for effective curriculum implementation. Course delivery plans and lesson plans are charted out and recorded in the Teacher's Work Diary.

Program specific outcomes and course outcomes are communicated to the stakeholders through orientation programmes, website and Outcome Based Education (OBE) handbook.

Entry Level Assessment (ELA) identifies advanced and slow learners and bridge courses are offered. Advanced learners are encouraged to undertake SWAYAM, National Programme on Technology Enhanced Learning (NPTEL), Coursera courses.

Course Delivery

The learner-centered approach adopted by the college, combines ICT and experiential learning for the effective delivery of the curriculum. Subject lectures are supplemented with interactive and innovative methodologies like group seminars, role plays, video lectures, case studies, assignments, mini projects, group discussions, workshops, and industrial and community visits. One undergraduate course in Sports Management (BSM), 2 add-on-courses and 41 value-added courses were introduced during the current period. 'Walk with the Scholar' and scholar support programmes supplement the needs of the more aspiring students.

Holistic development of the learners is facilitated through club activities, regular mentoring, and tutorial and value-education sessions. Magazines and newsletters published at college and department levels hone the creative talents of students. Crisis management skills were mobilized and optimized during the 2018 floods and the Covid-19 pandemic, when the campus transformed itself into a government relief centre. Departmental exhibitions during Centennial Vista (100 Year Celebrations) helped to disseminate subject-specific knowledge to the outside community.

To meet the Covid-19 academic challenges, Moodle was used extensively. G-suite, Google Classroom, Zoom and Google Meet were also put to use and weekly reports shared with the Principal. Interactive sessions, webinars and seminars by the students were organized to enhance their presentation skills as well as to reduce the stress of online classes. Hybrid mode of teaching continues to be employed even after the pandemic to supplement regular sessions and to maximize meaningful and productive teaching-learning.

Continuous Internal Evaluation (CIE)

Two series of centralized internal exams are conducted each semester as part of Continuous Internal Evaluation (CIE). Other internal assessments like seminars, assignments and projects are conducted as per course requirements. Internal scores are published, grievances addressed, and retests conducted before the University exams. Remedial classes are arranged for slow learners. Open houses are scheduled regularly and feedback is collected from parents and students and analysed to ensure improvements.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 38

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 37.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
1445	997	849	866	764

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

As the VISION & MISSION Statements of Union Christian College focus on actualizing the values of humanism, the College is committed to providing wholesome education. This should ensure the growth of the whole person and bring out the best in him or her to serve the nation & humanity and the ecosystem, and produce intellectually competent, morally upright and spiritually inspired persons.

Mode of Integration:

The Syllabi of UG and PG courses followed by Union Christian College are designed to address most of the ethical and environmental issues as mandated by the Mahatma Gandhi University, Kottayam, and to enable the students to become instrumental in creating awareness and to uphold universal values.

Total Number of Courses addressing different CROSSCUTTING ISSUES = 324

Crosscutting Issue addressed	Number of UG Courses	Number of PG Courses	Number of UG Courses [SF]	Number of PG Courses [SF]	Total Number of Courses
HUMAN VALUES	98	58	13	01	170
PROFESSIONAL ETHICS	31	11	10	03	55
ENVIRONMENT & SUSTAINABILITY	99	38	40	06	183
GENDER	82	26	10	04	122

In addition to the Academic Programmes, a good number of Seminars and Workshops are conducted to address the relevant crosscutting issues. Various Clubs, Centres, and Forums in the College actively promote programmes and initiatives to encourage value-inculcation among students.

The College was honored by the District Collector for extending the divine hands of humanity to the needy people in response to the monsoon floods that devastated Ernakulam District during August 2018. The College Campus served as the biggest flood relief camp in Kerala. Anjappam Young Volunteer Award, AYVA-2022 is yet another notable achievement for extended services.

The College always stands unique in imparting quality learning through direct social interaction. **SANKALP & VIKAS** are the two main rubrics under which all best practices of the College may be evaluated.

1)'SANKALP' [Sustainable Action for Nature, Knowledge & Accountable Life Practices]

The Eco-friendly Solar Panel installations, Rain water harvesting practices & Campus beautification activities add to the strength of the College. Various programmes & campaigns carried forward by Nature Club, Photography Club, Animal Lovers Club, Kandal Club, Jalatarang Swimming Club, Disaster Management Club, Mountaineering Club & Hornbill Birders Club pave the way to a pollution-free environment creating perfect ambience for procuring knowledge and success in every walk of life.

2)'VIKAS' [Value-based Interventions for Knowledgeable Action in Society]

Resourceful Classes coordinated by the Value Education Committee of the College play a significant role in maintaining value systems within the College Community. The various activities coordinated by NCC, NSS, Anti-Narcotic Club, Department Clubs, Quiz Club, Film Club, Randhal, Youth Inspire Club, Women's Cell, Gandhi Darshan Club, Media Club, Drama Club, Electoral Literacy Club, Swaralaya-Cultural Club, Mizhi Club, CES, CSRS, Centre for Peace Studies & Dialogue, Service -Learning Centre have strengthened the wholesome development of student community. Mentoring, Tutorial, ICC (Internal Complaints Committee), Grievance Redressal & Anti-Ragging Committees take care of the overall discipline of the College.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 62.07

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

Response: 1656

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
1032	1083	1086	1003	1073

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1100	1130	1135	1073	1107

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 88.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
506	529	542	527	562

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

2022-23	2021-22	2020-21	2019-20	2018-19
583	621	631	581	598

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.19

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:**2.3.1 Experiential learning/Participative Learning/ Problem Solving Methodologies**

The college effectively implements various activities to facilitate student-centric learning.

Experiential Learning

Service Learning: learning by performing a job within the community, and serious reflection by the student.

Study Abroad (Student Exchange) : Offers students a unique opportunity to learn in another culture.

Internships: integrate knowledge and theory learned in the classroom, with practical application in a professional setting.

Student Teaching: provides students opportunities to implement the knowledge and skills they have been developing.

Volunteering: allows students to serve a community primarily by choice.

Field Work: enables students to explore and apply content learned in the classroom in a specified field experience.

Industrial visits: bridge the gap between classroom theoretical learning and practical training.

Laboratory: facilities offer inherently hands-on learning experiences.

Herbarium: aids in research and study, being a repository of processed plants.

Study Tours/ Field Trips: offer concrete experiences upon which the participants subsequently reflect.

Participative Learning Methods:

Student Seminars/ Conceptual Workshops: increase student participation and engagement.

Micro Paper Writing /Presentations: Students are asked to write for 5 minutes on a topic.

Flipped Classrooms: The instructor pre-records the lectures, posts the recordings in Google classroom for students to watch/listen to before class.

Blended Teaching/ Hybrid Classroom: incorporates both in-person, classroom-based learning/instruction using online and ICT tools.

Peer teaching: advanced learners extend academic help to average and slow learners.

Group Discussions: promote collaborative learning.

Group Projects: facilitate teamwork, critical inquiry, and research.

Lectures/ Seminars/ Conferences: are organized with student initiative.

Academic/ Public Exhibition(s): are theme based and student oriented.

Content Development: involves the students in developing curricular and non-curricular content.

Newsletters and Magazines: inculcate documentation skills and promote creativity.

Cultural Events: organised by the students provide opportunities for teamwork and synergy.

Clubs/ Forums: are part of the co-curricular activities of the college.

Role Plays/ Simulations: help students gain knowledge and skills from a variety of learning situations.

Learning Management Systems (LMS): like Moodle, Google Classrooms are employed in the teaching learning process.

Problem Solving activities:

Case Study: Students work with their peers to solve a challenging and open-ended problem (case study) or complete a task.

Think- Pair- Share:

Learners work on a specific task or problem individually and then discuss their approach with a partner. The final step is to synthesize and share the discussion with the larger group.

Self-Assessment:

Learners are given a short quiz or survey to determine their comprehension of a specific concept.

Brainstorming:

The instructor introduces a concept or question to the class and asks the learners to reflect for a moment and then report their ideas out to the broader class.

Round table debates: help to form clarity and precision in language and thought.

Mock interviews: are conducted to build industry readiness.

Quescussions: are discussions conducted exclusively through questions.

Jigsaws: are employed to split as mixed groups and collate group work.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 98.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
139	139	149	146	146

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 40.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	58	58	58	58

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Transparent and fair methods of assessment in Formative and Summative formats are in place in tandem with the University regulations. Regular evaluation allows teachers to trace the trajectory of peaks and plateaus of academic performance.

Formative Assessment Methods

- **Quiz-** lacunae in knowledge acquisition assessed.
- **Flipped classroom-** acquisition and application of foundational knowledge assessed.
- **Impromptu Seminars-** skill to organise relevant matter with precision assessed.
- **Entry Level tests-** previous knowledge is evaluated, based on which learners are categorized as Advanced, Medium, Slow and Cognitively impaired. Bridge courses tailored to specific needs and peer-teaching are implemented.

Summative Assessment Methods

- **Internal tests-** assess the learner's competence in the written format.
- **Assignments-** topics both directly and indirectly related to the area of study are prescribed facilitating evaluation of the learner's familiarity with readings outside prescribed syllabus.
- **Seminars-** assessment of presentation skills.
- **Projects-** the learner's ability to choose an appropriate area of study and make academic inferences are evaluated.

Mechanism of Assessment

- **Internal Exam Committee-** functions at two levels; college and department. Each academic year one department assumes charge of conducting the internal semester exams of two semesters. Each department has an Internal Exam Committee that oversees the finalisation of portions, allocation of duties to question paper setters and scrutiny of question papers.
- **Internal Exam Schedule-** The college finalises the schedule of internal exams in tandem with the academic calendar provided by the University.
- **Question Paper Design-** The question paper is set in a format that lends the learners practice before attempting the University exams. The Internal Exam Committee ensures a standardised format by all question paper setters.
- **Conduct of Exams-** The student community is informed about the venues and time of each test well ahead and exams are conducted with strict invigilation sensitising the learners to modes of University regulations.
- **Valuation and Feedback of Students' Performance-** The answer scripts are evaluated, and constructive feedback given to students to orient themselves to better performance in University exams.
- **Open House Meetings-** The parents are informed of the academic performance of their wards and suggestions sought on one-to-one basis to enhance academic quality and ensure better output.
- **Internal Assessment Reports-** The preparation and verification of the reports in prescribed formats of **A, B** (UG), **C** and **D** forms (PG) are executed by teachers of different courses, class teachers and Heads of Departments. These are displayed in physical/E copy formats with access to learners.

Grievance Redressal Mechanism

Fair and democratic mechanism to address the grievances regarding the tests conducted.

- **Grievance Redressal Forms-** Departments maintain forms to be issued to learners wishing to raise complaints regarding tests.
- **Grievance Redressal System-** Twin level approach: department and college.
- **Retest Forms-** Students may apply for retests in each course. Systematic review of reason of absence effectively addresses truancy and helps to maintain academic discipline.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The foundation of a sound teaching-learning process is the identification of the main objectives that are to be realised through educational transactions. The college has always engaged in negotiating this through productive discussions especially when the University introduces a new syllabus. Departments engage in purposeful discussion to identify the foundational objectives of each course.

The college adopted a more formal and detail-oriented approach by incorporating the OBE model from the academic year, 2022-23. A two-tier system was designed for this.

1. College level OBE Committee – Principal, IQAC Co-ordinator, Dean and HODs

The Programme Outcomes are fixed after a series of discussions within the committee giving priority to the realisation of wholesome education.

1. Department Level OBE Committee – HOD and Teachers of the Department

The Programme Specific Outcomes are discussed and designed in alignment with the requirements of the discipline. Each course is analysed by the teachers of the department in terms of the objectives stipulated by the University and the requirements of the learner for being employability-ready, formulating PSO.

Display of PO, PSO, CO facilitating clarity

- The display of the POs and COs on the College Website aids in the clear communication to all stake holders.
- POs and COs are further discussed in classrooms by the respective teachers so that students are familiarised with the aims of their readings and studies.
- This is further complimented by the inclusion of these objectives in the question papers that are set during internal tests. This helps learners in correlating their lessons to the stipulated objectives.

There are regular workshops and meetings held at both the college level and at the department level to sensitise the teachers to necessary upgradations wherever needed. This ensures that constant appraisal of the existing methods of teaching-learning are undertaken to help meet the needs of learners.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college follows a scientific approach for the evaluation of PO, PSO and CO attainment. Teachers handling different courses map the correlations of COs to POs and PSOs, the matrix for which has been fixed by the OBE committee after comprehensive analysis of the desirable standards of achievement a learner is expected to reach during the academic tenure.

Levels	Correlation
0	Nil
1	Low
2	Moderate
3	High

Attainment Evaluation

The twin-level modes of Direct Evaluation and Indirect Evaluation have been devised by the OBE committee with an allocation of 80:20 ratio. The benchmark of attainment is fixed each year by respective Department level OBE committees based on the average marks of each course. The end-semester University exam question papers do not feature the COs for questions and therefore the teachers rely on the above two modes of evaluation conducted by the college.

- **Direct Evaluation** consists of the internal exams the learner attends every semester. The CO-PO mapping facilitates in the calculation of the average sum product of CO-PO correlation and the comprehensive CO attainment ratio. 80% weightage is awarded to this aspect of attainment.
- **Indirect Evaluation** is conducted through Exit Surveys which are designed by the respective Department level OBE committees to evaluate the 20% of the total weightage.

Course outcomes play a crucial role in calculating both program outcomes and program-specific outcomes. The assessment of the course involves evaluating its contribution to achieving program-specific outcomes, and the level of attainment for each specific outcome is measured and calculated. Similarly, the attainment of program outcomes by all courses within a semester is assessed. The overall program outcome is then determined by aggregating and considering the attainment values across all semesters. This systematic approach ensures a comprehensive evaluation of the alignment between individual courses, program-specific outcomes, and program outcomes. The calculation of attainment levels is streamlined through the use of an in-house developed application program, which automates the entire process. This application efficiently assesses and computes the attainment values for both course outcomes and program-specific outcomes, providing a systematic and technologically-driven approach to the evaluation process. The ideal target level for CO attainment is set as 70%. This is decided by the Department level OBE committee adopting an accommodative approach with regard to the academic competence of learners from diverse backgrounds.

- **Gap Analysis**, an imperative step is conducted by comparing and analysing the performance of learners across different kinds of formative and summative assessments. The Department level OBE committee, in tandem with the quantifiable data collected, designs and prescribes practices that can be adopted for different courses to address learners with low levels of achievement. A two-pronged approach is adopted; Remedial classes are arranged and respective teachers also review the efficacy of the process of course delivery.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 81.07

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
521	797	801	792	798

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

2022-23	2021-22	2020-21	2019-20	2018-19
655	1025	976	921	998

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process**Response:** 3.72

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 220.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
69.32	0	27.66	19.01	104.61

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Innovation Ecosystem

The college has developed an ecosystem dedicated to fostering innovation, knowledge creation, and effective knowledge transfer. This environment includes well-equipped rooms specifically designed for innovation activities. Students receive comprehensive training, enabling them to actively participate in workshops. Moreover, the college provides substantial support for students to attend relevant workshops and offers facilities for initiating startup ventures, creating a dynamic and supportive environment for entrepreneurial endeavors.

IEDC Club and ED Club

By working in tandem, IEDC and ED Club contribute to building a robust entrepreneurial culture within the college, providing students with a holistic learning experience that combines theoretical knowledge with practical skills and industry exposure.

Outcome

- A student startup incubation has commenced with the funding of Research Incubation Programme, Kerala and developed some value-added products from water hyacinth (the most invasive water weed here) like organic fertiliser stick and handicrafts.
- Deciduous trees such as mahogany (*Swietenia mahagoni*) in our college campus shed their leaves during hot summer. These dried leaves are transformed into organic fertilizer instead of burning.
- A soil additive is made from our canteen tea waste for artificial propagation and rooting of stem cutting technology using phytohormones for some ornamental plants.
- College automatic bell system, automatic movement sensing lights, programme outcome attainment calculation software, library footfall counter .

Indian knowledge systems(IKS)

The college possesses a compilation of Ayurvedic medicines and possess a software directory detailing their ingredients, applications, and benefits which is installed for students reference. College conducts a value added course for all students incorporating values from Vedas, the Bible, and Gitanjali in order to nurture individuals to morally grounded and ethically conscious citizens.

Indian knowledge systems(IKS) Activities of our various departments

- Botany: Nakshatravanam project, a centre for birth star plants
- History: Course on knowledge systems in pre-modern India for PG students.
- Zoology: Kandal club for ecosystem restoration and mangrove conservation.
- CSRS of UCC: Students learned about alternative lives of eminent people and published a book and made a documentary.
- Psychology & Biosciences: Lectures and programs on vision of Nitya Chaitanya Yati.
- Biosciences: Traditional hand-made products making from water hyacinth.
- Malayalam: Bhoomi Malayalam Journal published by Vidwan P G Nair Research Centre.

IPR Cell

IPR cell operates under the guidance of the IQAC, regularly conducts workshops, student discussions, and classes on patent filing procedures. The focus is on educating and empowering students in matters related to intellectual property. The efforts of the IPR cell have resulted in the successful awarding of three patents, with an additional provisional patent filed for consideration.

Milestones and Outcomes of Research

Our Research Centre offers doctoral degrees in 10 disciplines dating back to 1970 when the first PhD in Psychology was awarded under the guidance of Dr. Alexander.

- Research Centres: Economics, Botany, Mathematics, Physics, Chemistry, Zoology, Psychology, English, Malayalam and History.

- 41 PhD degrees were Awarded from Research Centres of the College under 37 guides.
- College utilized 529 Lakhs for research from grants.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 35

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	11	07	07	06

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 1.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	78	50	51	25

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	17	37	27	14

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The extension activities of the college go in line with the best practices of the college, 'SANKALP' and 'VIKAS' incorporating the United Nations Sustainable Development Goals (SDGs). The programmes the last five years (2018-2023) are listed below:

Objective	Extension Activities	Outcome
SDG 2 ZERO HUNGER	Thanalidam	Free Mid-day Meal for 100 needy people in the neighbourhood
	Agricultural	Hands-on experience: agricultural practices and organic farming.
SDG 3 GOOD HEALTH AND WELL-BEING PROGRAMMES	Women and child health	Seven awareness programmes including talks
	Blood Donation	Four camps in association with the Indian Medical Association, General Hospital
	Medical/Eye Camps	For optimizing the health and well-being of students/public
	Counselling and skill training	Tele-counselling for COVID 19 patients in association with Kodungalloor Municipality; Psychological and academic skill training for students/public
	Awareness programmes on	Vaccination camp and distribution

	COVID-19	of masks
	Awareness programmes on drug abuse and illicit trafficking, and road safety	Fostering healthier, more responsible, and more updated communities within the campus and beyond
	Palliative care	Awareness campaign on continuous palliative care to terminally ill patients
	Sports Academy Extension Activities	Orienting students to community engagement, social skills, character development, time management, and physical and mental wellbeing
SDG 4 QUALITY PROGRAMMES	Exhibition 'CENTENNIAL VISTA 2022'	Extending academic disciplines beyond classroom requirements.
	High school and Higher Secondary students	Fostering students' interest in science and social sciences
	Teachers Training	Providing teachers training programmes in association with Department of General Education, Government of Kerala
	College students/public	Career orientation; Showcasing the innovative ideas of students
SDG 5 GENDER PROGRAMMES	Gender sensitization	Awareness, support, and training to women to realize their potential.
	Self-Defence Training	
	Legal protection for women	
	Dalit women Representation	Eliminating gender biases.
	Publications (one Journal on Gender and a Book on Post-feminist Studies)	
SDG 6 CLEAN WATER SANITATION	Shuchithva Mission Programme	Introducing students to reusable bags, bottles and containers, minimizing consumption.
	Socio - Economic - Health Survey	
	Cleaning public places	Awareness on the preservation of natural environment; Detrimental effects of pollution
	Swachhata Pakhwada 2020	Socio - Economic - Health Survey at Karumalloor Panchayat
	Puneet sagar Abhiyaan	Awareness on protecting precious resources, and ensuring clean water.
	Shuchithva Bodhana Yajnam	Conservation, prevention, and protection of sea shores from plastics
	Water conservation and sanitation	Awareness on protecting precious

		resources and ensuring clean water around UCC and Paravur areas
SDG 7 AFFORDABLE AND CLEAN ENERGY	Urjakiran Initiatives	Awareness on energy conservation
	LED Light assembling and testing unit	Supplying LED lights for the public community
SDG 10 REDUCED INEQUALITIES	Flood Relief	Supporting flood relief activities of Karumalloor and Kadungalloor
	Support to Vulnerable Groups	Panchayats
	Donation to the Chief Minister's Distress Relief Fund	
	House / Road Construction	Well-being of poor and marginalised by providing them with access to basic needs like food, shelter and healthcare through donations
	Hair Donation	
SDG 16 PEACE, JUSTICE AND STRONG INSTITUTIONS	Book – Documentary Release	Direct interaction with eminent personalities will make students, the seekers of truth and peace

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Extension activities are integral to the institution's vision and mission. We envisage serving the nation through socially relevant education. The College is keen on orienting students to 'learning by doing' and this naturally leads to community outreach. The College has always been a crucial element of the development of the neighbouring community and institutions. The recognition and awards received for extension activities bear testimony to the enormous effort of the college community.

The major awards and recognition received are:

- Anjappam Young Volunteer Award 2022 (Best Institution, College Category) instituted by Anjappam Charitable Trust** - for the plethora of student voluntary social projects. This includes socially beneficial activities by NSS, NCC, Vara club (Artists' club), department associations and clubs. Vara Club won recognition from the same trust for decorating the wall of their dining hall

with beautiful contextual paintings, highlighting the Trust's initiative of providing free meals to the poor and needy.

2. **Recognition from the District Collector** - for functioning as the largest relief centre in the state during 2018 Kerala floods that swept the entire state. The College provided accommodation and food for close to ten thousand flood affected people for more than 2 weeks. NCC and NSS played crucial roles in 'Rebuild Kerala' programme of the Panchayath by involving in cleaning the flood ravaged homes and mobilizing basic home supplies for families. This was recognized by the District collector and the Kadungallore Panchayath.
3. **Recognition from Panchayath for covid management efforts:** The College demonstrated its unparalleled social commitment in the face of Covid 19 pandemic. Faculty were assigned tasks related to the prevention and control of Covid in local health centres and communities. The College functioned as the First Line Treatment Centre (FLTC) under the supervision of the local government. More than 5000 people benefited from FLTC.
4. **Recognition for faculty** who served as resource persons outside the campus in their fields of expertise. Beneficiaries run into thousands. The faculty provided consultancy for construction and maintenance of **blind-friendly garden in the School for the Blind, Aluva**. They mobilized resources for development of books in Braille script for visually challenged students. Activities in experiential learning are regularly conducted for these students.
5. Faculty have also won state level literary awards for their contributions to literature and films. Dr Muse Mary George won the **prestigious Sahodaran Ayyappan Memorial Award** for her valuable work in Malayalam literature. Dr. Sebastian Joseph won **special jury mention in Kerala State Film Awards** for his review of the film 'Jallikettu'.
6. The College received recognition for serving as a **single point of contact for NPTEL SWAYAM** for a semester which benefited more than 500 students within and outside the campus.

Irrespective of the recognitions, the institution has always been committed to serving the society. Recognitions motivate us to do more in the service of the people around and the nation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 123

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	21	20	25	20

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

3.5 Collaboration

3.5.1

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

Response: 56

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

College is spread over 42.4 acres with an infrastructure having a mixture of ancestry, tradition and modernity. An old court house 'Kacheri Malika' lies in the heart of the college declared as protected monument by the Government of Kerala.

The college offers 16 UG programmes, 14 PG programmes, 1 Diploma programme and provides research opportunities in 10 departments.

The academic infrastructure includes,

- 214 rooms (Wi-Fi enabled) in which 128 rooms are for academic activities which includes, 77 classrooms and 51 labs (UG, PG and research) having 45% ICT enabled rooms
- Four departments (Botany, Computer Science, Economics & Mathematics) are facilitated with interactive boards.
- Administrative block which boards Principal office, Bursar office, Manager's room, self-financing office, common staff room and the college administrative office
- 14 HOD rooms in concerned departments and 22 staff rooms.
- 3 Museums which exposes the archaeological culture (History department- open to outsiders), Diversity of animals (Zoology department and Biosciences department)
- 11 department level reference areas.
- A maintenance centre for computers with the service of a full time system administrator
- 2 Botanical gardens maintained by Botany department
- Instrumentation rooms in Physics and Chemistry departments.

SPORTS FACILITES

- Basketball court
- Tennis court
- Football court
- Cricket field
- Hockey field
- Yoga hall
- Indoor stadium

- Judo mat
- 200m track
- Gymnasium equipped with latest machines
- Net ball court
- Football mini court
- Badminton court

CULTURAL FACILITES

- Platinum Jubilee Auditorium (800 capacity)
- Two halls in MCA department (400 and 200 capacity)
- 1 hall in MBA (200 capacity)
- VMA hall (200), Mithrapuram hall (50) and T.B.Ninan Hall (120),M.L.Pankajakshi Conference Centre
- Play grounds
- Recording room
- Chapel

SECURITY FACILITES

- CCTV Surveillance facility (31 CCTV cameras)
- 9 Generators
- Security guards

ACADEMIC SOFTWARES

- LMS-MOODLE: course management and student assessment
- TCS: attendance entry and internal mark entry for UG

DISABLED FRIENDLY CAMPUS

- Ramp facility
- LIFT
- Laptop enabled with Braille software
- Preferential allotment of Hostel facility
- Wheel chairs
- Study materials as audio records

OTHER FACILITES

- IQAC room
- Counselling centre (BLISS) with weekly consultation
- Placement cell and guidance Bureau managed by full time placement officer
- 1 Guest house, 18 Staff quarters, 7 staff apartments for faculties
- Day care centre - accommodation 20 kids
- Cooperative credit society and store
- Development office
- Store rooms for chemicals in Department of Chemistry

- NSS office
- Two NCC office rooms and stock rooms along with firing range and obstacle course
- Examination cell
- Mini conference hall
- Works' room
- Sick room
- 2 Canteens
- Waste management system using vermi compost unit.
- Rain water harvesting unit with a capacity of 1 lakh litres
- Shooting point
- Solar panel
- 8 hostels for boys and girls, which include two for boys (Chacko hostel and a sports hostel); six hostels for girls including a sports hostel, together can accommodate 515 students.
- All hostels have recreational facilities. The hostels also have prayer halls and sick room with first aid facilities.
- The college has a tie up with Rural Medical Mission Hospital for Medical assistance.
- College students' union office room
- Public address system is available in all blocks.
- Space for post office.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 50.52

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
101.51	168.65	91.10	146.54	334.01

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Being the central hub of teaching-learning process of the college, the library caters to the educational needs of the academic community. The library is situated in 9,300 square feet building with a reading space of 222 seats. At present, the library has a collection of 83,516 printed books. The active collection is already bar-coded which facilitates the automated circulation of resources.

The Union Christian College Library has been using an Integrated Library Management Software Package-Alice for Windows-for the last 22 years. The library community includes users comprising students, faculty members and non-teaching staff members.

In addition to the printed journals subscribed by the library, the clientele of the college is privileged to access an online package of e-journals (6,200+) and e-books (1,95,000+) through the N-LIST platform of INFLIBNET. The N-LIST facility is frequently used by the patrons of the library. Similarly, the Local Area Network (LAN) connects the library and teaching departments. The online catalogue (OPAC) of documents available over the LAN ensures accessibility to the collection. Ramp facility is provided for physically challenged students at the entrance.

The library provides open access to its collection for the users. It remains open on all working days from 8.30a.m. to 5.00p.m. On an average, more than hundred people visit the library every day. Last year (2022-23), the per day footfalls of the library was 121. The library exhibits new arrivals near the circulation counter for visibility. The library has a professional librarian and three library assistants. The library purchases documents/volumes as per the recommendations of the faculties and students.

Library Resources

Name of the Resources	Number
-----------------------	--------

Print Books	83,516
e-Books	1,95,000+ (through N-LIST)
Journals	17
e-Journals	6,200+ (through N-LIST)
Magazines	14
Newspapers	8

Details of Library Automation

Name of the ILMS software	Alice for Windows version 6.0
Year of automation	2000
Remote Access to E-Resources	N-LIST (by INFLIBNET)

AMOUNT SPENT ON PURCHASE OF BOOKS, JOURNALS AND PERIODICALS (2018/19 – 2022/23)

Library Holdings	(2018-19)		(2019-20)		(2020-21)		(2021-22)		(2022-23)	
	Number	Total cost	Number	Total cost	Number	Total cost	Number	Total cost	Number	Total cost
Books	171	1,11,019	337	1,84,304	120	1,07,187	302	2,42,759	115	77,217
Journals	16	38,275	7	7,300	8	11,919	26	47,480	15	56,606
Newspapers & Periodicals	15	29,882	15	33,700	8	17,170	18	29,220	18	39,664
Remote access to e-resources (NLIST by INFLIBNET)		5,900		5,900		5,900		5,900		5,900
Total		1,85,076		2,31,204		1,42,176		3,25,359		1,79,387

Usage of Remote Access to E-Resources (N-LIST)

Year	Usage
2018	51,569
2019	65,403
2020	67,718
2021	16,947 (Old format of statistics until July/2021, then new format from Aug/2021)
2022	2055 (New format of usage stat)

Footfalls in the library

On an average, 121 users visit library*

*Total number of visitors during the year 2022-23 was 34,495 across 285 working days: $34495/285 = 121$.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The entire college campus has Wi-Fi coverage which ensures sustained internet connectivity throughout the campus. Moreover, the college is also equipped with other IT infrastructures like ICT enabled classrooms, smart classrooms and LMS Moodle.

1. The college has 9 active internet connections from various Internet Service Providers ensuring constant internet connectivity in the campus.

Sl. No	Internet Service Provider	Speed of the connection	Area of coverage
1.	BSNL Leased line	30 MBPS	Main Campus
2.	Kings Broadband	100 MBPS	Main Campus
3.	Railware Broadband	200 MBPS	Main Campus
4.	Asianet Broadband	1 GBPS	Main Campus
5.	BSNL Broadband	100 MBPS	IQAC Room
6.	Kings Broadband	50 MBPS	Exam section
7.	Asianet Broadband	150 MBPS	MBA Block
8.	Kings Broadband	100 MBPS	MCA Block
9.	BSNL Office Landline Connection	30 MBPS	Main office

Sl. No	Equipment	Number of equipment
1	Routers	25

2	Switches	25
3	Wi-Fi hotspot device	2
4	Modems	3
5	Mixers	3
6	Amplifiers	8
7	LCD TV	5
8	Access points	39
9	Projectors	46

2. Local Area Network Connection Details

- The computers in computer labs are provided with LAN connections, physical LAN Cables through 13 LAN connections.
- The computer labs, college office, self-financing office, management office, MBA and MCA offices, main library, MCA library and MBA library are provided with physical LAN connections through cables.
- LAN facility is available in all departments and individual staff rooms through 35 LAN connections.
- Library, Research rooms and Post Graduation Classrooms are also provided with LAN connectivity through 30 connections.

3. The college has 35 ICT enabled classrooms and 4 smart classrooms with interactive boards.

4. The college uses a proprietary Learning Management System Moodle for supplementing the academic resources and for student evaluation.

5. All faculty members in the college are provided with a Gmail account with institution domain.

6. The college has recording facility through G-suite for 2 email ids.

7. A total of 15 computer labs are functioning in the college.

8. The college is furnished with 4 servers that serve various purposes of academics, administration, and administration at library.

9. The campus is equipped with a total of 32 CCTV cameras, guaranteeing constant surveillance and safeguarding the well-being of students, teachers, and all other individuals associated with the institution.

10. The college maintains a dedicated web page for each individual faculty member.

11. The college uses a proprietary software, Total Campus Solutions, for admission of the students and academic work.

12. The college has official accounts on social media platforms: YouTube, Facebook, Instagram and Twitter.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 7.62**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 350

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 30.71**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
159.32	83.82	79.25	98.55	90.83

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 74.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
1803	2082	1884	1906	2102

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 48.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
1505	1552	1904	1044	283

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 68.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
660	612	561	541	373

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

2022-23	2021-22	2020-21	2019-20	2018-19
798	797	801	792	798

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

5.2.2

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

Response: 20.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	58	40	34	18

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

5.3 Student Participation and Activities

5.3.1

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

Response: 158

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	39	29	18	27

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 34.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	32	27	40	36

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

5.4.1 Alumni Engagement

The Alumni Association of Union Christian College has been functioning for many years as a supportive organ of the college. Though functioning under a formal Constitution since February 1969, the Association was formally registered in 2023 under the Travancore-Cochin Literary, Scientific and Charitable Societies Registration Act, 1955 (Kerala Act 12 of 1955). The Association has three international chapters and seven regional chapters. The family of our alumni around the globe have imbibed the unique traditions of UCC, and maintain a lifelong connection with their Alma Mater.

Every **Second Saturday of November**, past and present generations converge on the campus to celebrate our accomplishments, and share the joy of homecoming. The day includes General Body meetings, an induction ceremony for new faculty and honouring retiring teachers and staff. The OSA executive committee discusses accounts and future plans and welcomes alumni recommendations for enhancing academic quality, supporting research, fostering industry collaboration, realizing international linkages and implementing alumni projects. An exclusive July meet is executed every year for NRI alumni.

During the Assessment Period the following contributions were made by the OSA

Academic:

- **Book Contributions** worth **Rs. 15,354/-** to
 - Dept. of Malayalam- 2200 books
 - College Library - 221 books
- **Seminars/ lectures/ competitions**– contribution of **Rs. 8,60,179/-**

Contributors	Events	Departments
BSc Mathematics (1995-1998 Batch)	• 3 intercollegiate paper presentation competitions	Mathematics
BSc Chemistry (1979-1982 Batch)	• 3 Inter Collegiate Quiz competitions • 2 Inter School Quiz competitions	Chemistry
Vidwan P. G. Nair Research	• Conducting seminars,	Malayalam

Centre	publishing research output • Computerising Malayalam Library	
BA History (1995 Batch)	• Dissertation awards and scholar support	History
T. O. Abdulla Endowment	• 6th T. O. Abdulla Endowment lecture • Centenary Public Lecture 7	
Sinu Varghese Memorial Endowment	• Best Ph.D. thesis in Malayalam	Malayalam

- **38 Scholarships and Endowments/Outreach Programmes** valued at **Rs. 4,80,000/-** .
- **81** alumni in leadership roles served as Resource Persons providing subject knowledge, career guidance, training and coaching on the Campus during the assessment period.
- **Gandhimavu Digital Challenge**

OSA initiated 'Gandhimavu Digital Challenge' to provide digital gadgets to more than 200 needy students in the college through a contribution of **Rs. 300000/-**

Non Academic contributions

- OSA contribution worth **Rs 12,82775/-** during the assessment period towards the **Infrastructure Development** of the institution.

Contributor	Item	Amount
Alumni of Zoology Department	• Infrastructure Development	Rs. 229410/-
	• Butterfly garden	Rs. 10865/-
Alumni of the Malayalam Department	Cupboards	Rs. 30600/-
Mr. V. R. Rajan Babu	Renovation of Physics library	Rs. 500000/-
Prof. K. T. Sunny	History Department library	Rs. 100000/-
UCCAANA	College Magazine	Rs. 40,000/-
BA (2004-2007 Batch)	Water purifier	Rs. 13000/-
C. P. Andrews Trust	Floodlights in C. P. Andrews Stadium	Rs. 2,00,000/-
UCCAANA	CSRS - C. P. Mathew chair	Rs. 1,98,900/-

Mobility Aid

UCCAANA sponsored a motorized wheel chair to Ms. Athira Anil (student) in 2019.

- **Financial Aid** worth **Rs. 261572/-** towards student support

Contributor	Towards	Amount
UCCAANA	Tuition fees, hostel fees	Rs. 2,20572/-
UCCAANA	Under Graduate education	Rs.10000/-
C. P. Andrews Trust	Prize money- 44th Basketball tournament	Rs. 19000/-
BA Economics (2004-2007 Batch)	For 2 students in Economics	Rs. 12000/-

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Union Christian College was founded in 1921 by the initiative of four young visionaries who dedicated their lives to the mission of educating Indian youth. They built the college indigenously, on an ecumenical ground, based on the principles of service, sacrifice and harmonious living. The leadership of the college continues to be committed to this vision and mission.

Vision

Serve the nation by modeling and facilitating wholesome and socially relevant education that actualizes the values of humanism in accordance with the revelation in Jesus Christ.

Mission

Union Christian College – in addition to extending God’s love to all - is committed to providing a socially relevant education that facilitates the growth of the whole person and brings out the best in him/her thereby enabling them to serve our nation and humanity at large and the ecosystem in particular, as intellectually competent, morally upright and spiritually inspired persons.

For over a century, the Governance of the college has upheld notions of decentralization and equitable participation of faculty members in the administration.

The Inter-church Fellowship (ICF), a body comprising faculty members, is responsible for coordinating the functioning of the college. Standing Council of the college includes 8 representatives from the ICF other than the Principal and the Bursar. The Secretary is always a member of the faculty; (s)he represents the college in various legal/official proceedings.

The Principal is the node of decision making in the everyday running of the College. A faculty member as the Bursar, manages financial aspects. Another faculty member, as the Works Superintendent, coordinates infrastructure development and maintenance activities. Faculty members take charge as Main Wardens of hostels.

College Staff Council includes two members elected democratically from amongst the faculty. The Deans of the institution are selected on the basis of their academic merit, years of experience and professional skills. The headship of departments is rotated on the basis of seniority.

Reflecting the college’s vision, there is ample involvement of students, alumni, PTA and community

leaders in academic and non-academic activities. Student leaders (elected following a presidential mode of election) and class representatives figure in various committees. Often, committees comprise teachers, non-teaching staff, present and old students, and a local body representative. Hostel student leaders involve actively in hostel administration.

The college remains committed to its vision by promoting ideals of ecumenism and secularism. In tandem with this, students and other stakeholders of all faiths are considered equal, even though the college is run by a group of minority Christian communities of India.

The institution's perspectives about NEP Implementation and other strategic decisions project a commitment to wholesome education. Union Christian College stands on a bedrock of truth that will sustain her through any new venture.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Functioning of the Institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Union Christian College, Aluva, operates through a network of institutional bodies, fostering a harmonious convergence in its governance and decision-making processes. At the core of its organizational structure are several bodies, each contributing to the forward momentum of the college.

Standing Council

The Standing Council serves as the apex decision-making body, consisting of 27 members. Comprising four members from cooperating churches, eight members from the current faculty (who are part of the Inter-Church Fellowship), along with the Manager, Principal, and Bursar, this council holds authority over approving developmental schemes. Resolutions from both the Governing Body and the Internal Management Committee (IMC) require the approval of the Standing Council.

College Governing Body

The College Governing Body, acting as a sub-committee of the Standing Council, includes the Manager, Principal, Bursar, four representatives from each cooperating church, and two faculty representatives (members of the Inter-Church Fellowship).

Internal Management Committee (IMC)

The Internal Management Committee, authorized by the Governing Body, consists of the Manager, Principal, Bursar, two Governing Body members, and any special invitees. The Manager chairs this committee, with the Principal serving as the secretary.

Statutory Governing Body

The Statutory Governing Body, as established under the MG University Act of 1985, Chapter VIII, Section 54, comprises 12 members. This body includes the College Manager as Chairman, the Principal as Secretary, nominees from the MG University and the Government, rotating representatives from permanent teachers appointed by the University, and six members nominated by the college management.

College Staff Council

The College Staff Council advises the Principal on academic and disciplinary matters, comprising the Principal, Heads of academic departments, college librarian, and two elected teaching faculty members. Decisions made in this council are communicated in the Staff Association Meeting.

Inter-church Fellowship

The Inter-Church Fellowship involves faculty members from the Malankara Orthodox Syrian Church, Malankara Jacobite Syrian Church, Malankara Mar Thoma Syrian Church and Church of South India. They actively participate in various college activities—academic, administrative, cultural, and religious.

College Deans

The College Deans—Administrative, Academic, and Dean of Student Affairs—support the Principal in efficiently managing delegated responsibilities.

Appointment of the Staff

Staff appointments at Union Christian College adhere strictly to guidelines set by the UGC, University, and Kerala State Government. Vacancies are reported to the government, seeking approval for Government Nominee appointments. Advertising in newspapers follows, with a one-month application period. Rigorous screening, shortlisting, and interviews then lead to staff selection.

Adherence to Service Rules

The college adheres to Kerala Service Rules (KSR) for managing employees, covering aspects like leave policies, salary increments, and pension arrangements. Additionally, for service duration and appointment protocols, the college follows the guidelines outlined in the Mahatma Gandhi University Statute.

The Union Christian College Association has distinct service rules for staff members engaged in management responsibilities and those involved in self-financing courses.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college has a well-structured and effective mechanism for the welfare of teaching and non-teaching staff. This mechanism involves the help of following bodies.

1. **Staff Association-** Association of teaching staff for their welfare measures and benefits
2. **Non-Teaching Staff Association-** A forum for the welfare of administrative staff and other non-teaching staff members
3. **Staff Co-operative Society-** In-house facility with teaching and non-teaching staff as members
4. **Co-operative Store-** On-campus store providing consumables for students and staff members at discount

The welfare measure adopted by institution includes

- Incentives and recognition of staff for publishing papers, acquiring Ph.D. and for curricular and extracurricular achievements
- Staff get-together, staff tour, cultural events, and sports for the recreation and mental wellbeing of teaching and non-teaching staff
- Joint celebrations by Teaching and Non-teaching staff (Onam, Christmas)
- Quick Loans with lesser paperwork for needy staff from staff co-operative society
- Counselling for teaching and non-teaching staff members
- Financial Support for staff in Emergencies
- Rest rooms, Parking slot for staff
- Common staff Room, Staff Room and HoD Room for each Department
- Hostel facility, individual staff quarters and guest house facility for staff members
- Canteen facility with food at discounted rate
- Crèche (Day care) facility for kids of teaching and non-teaching staff and students.
- Scholarship for children of staff members
- Books and stationery from the co-operative store at discount
- Financial Assistance for participating in conferences/ seminar and for joining professional bodies provided from college Bursar Office
- Email addresses with the domain name of the institution to all staff members
- A good library for academic and non-academic resources
- Free Wi-Fi and uninterrupted internet services for all staff members
- Group Insurance for all staff members
- Provident fund and Gratuity as per government rules
- Teacher's Welfare fund for teaching staff
- Pension as per government rules
- Medical Insurance (Medisep) for staff members
- ESI facility for self-financing employees
- Salary Advance and Festival allowances as per government rules
- Thanalidam: An Eco-shop for selling and buying organic products and a thrift shop for recycling.

The performance of teaching staff is monitored periodically from the self-assessment reports and the Heads of each department monitor performances regularly based on the academic work diary. Student feedback about the performance of teachers is collected by the Head of the Department and necessary correctives initiated based on suggestion and remarks in the feedback. The promotion of staff is based on their performance evaluated by an external selection/ screening committee appointed by the university.

The Principal evaluates the performance of non-teaching staff with the help of the Office Superintendent.

For the advancement of the career of teaching and non-teaching staff, leave is granted for acquiring higher qualifications like PhD, and for attending Refresher Courses and Faculty Development Programs. Maternity Leave, Paternity Leave, Medical Leave and other categories of Leave are provided to staff members as per government rules. Faculties are encouraged to take Research Guideship and to apply for Projects from various funding agencies. The College arranges Training Programs like Moodle Training, Excel Training, Spark Training.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 4.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	1	0	5	7

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 35.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	75	50	64	52

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	27	28	37	37

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The fund utilization and the working of the financial system is effectively monitored by the Bursar, who is a faculty member of the College, the Manager and the Principal. They are the active members of the administrative and organizational hierarchy of the college. They preside over the infrastructural and academic financial requirement layout streamlined by more than twenty five committees and take necessary action for mobilization of funds and resources. These committees are highly participatory in structure and form, and include members of the teaching and non teaching staff.

An Annual Budget foreseeing the economic policies and financial requirements is formulated by the end of every year by the stakeholders and presented by the Bursar for approval in the Standing Council. The Committees which give the majority of recommendations are as follows:

- Planning and Management subcommittees address the requirements of departmental financial requirements and funds for salary, and routine academic and non-academic activities.
- Works Committee evaluate the development and maintenance of infrastructure in the college and make necessary recommendations.
- The Purchase Committee headed by the Principal monitors the need for infrastructural development and invite tenders, quotations and funds are released accordingly.

The financial recommendations from the various committees are scrutinized by the Principal and Bursar and recommended for the approval of the Governing Body for sanction and release of funds.

Major sources of Funds

- Grant-in-aid
- Income from Self Financing Courses
- Scholarships & Grants for students
- Contribution from PTA, retired faculty, alumni and philanthropists.
- Contribution from teachers (ICF Members contribute 1% of salary monthly)
- All the teachers contributed one month's salary for The Centenary of the College.
- Funding for Projects from various Government (RUSA) and Non-Government agencies (UBCHEA)
- Revenue generated from college land property & assets (Auditorium, film shooting, etc.)
- Funds for sports, games and cultural programmes get financial assistance from Staff Association.

Financial Audits are regularly conducted to ensure accountability. Government and management accounts are maintained and subjected to internal and external audit.

External audits are conducted by Government agencies, Deputy Director of Collegiate Education and the Accountant General's office annually. The audit comments are acted upon and defects rectified. The certificates are maintained pertaining to *Personal Deposit Account (PD Account), DBT Star College Fund, Tuition Fees Account, University Fees Account, Special Fees Account, General Non-Salary (GNS) Accounts, Funds from UGC, RUSA, DST, KSCSTE*. The major and minor projects funded by agencies are also externally audited.

Management accounts undergo external audit by authorized Chartered Accountant M/S Varma & Varma, Thrissur, Kerala. The accounts of PTA and Alumni are also externally audited. Internal audits are conducted annually by the Administrative Office of the college, which is verified by the Principal. The reports of the audits are placed for discussion and approval before the Governing Body(GB)

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC's Foundational Role: The Institutional Quality Assurance Cell is the core instrument enhancing quality, covering teaching, research, and extension activities.

Innovative Tool: IQAC introduced the Teachers' Diary, enabling teachers to efficiently plan and document lessons, enhancing content delivery.

Cultivating Quality Culture: IQAC ensures quality across academic aspects through Remedial Teaching, Mentoring and Academic Counselling.

Academic Calendar Management: The IQAC meticulously prepares the Academic Calendar, charting semester classes, internal exams and end-semester assessments.

Monitoring Academic Delivery: IQAC comprehensively monitors academic delivery through the Teachers' Work Diary.

Transparent Examination Process: The institution conducts Centralized Internal Exams, ensuring transparency in communicating results aided by Open House and Parent-Teacher Association meetings.

Stakeholder Feedback: IQAC gathers and acts upon feedback from stakeholders.

Faculty Development: IQAC organizes seminars on emerging trends in higher education for faculty members aligned to the National Education Policy.

Training for Non-Teaching Staff: IQAC intervenes to provide training in administrative matters.

Certificate Courses: IQAC monitors the Certificate Courses, and administers a Common Certificate Course on Value Education for first-year degree students.

Student Induction: First-year UG and PG students are oriented to the institution's vision, mission, and amenities.

Emphasis on Program Outcomes: These aspects are emphasized early and complemented by ICT-enabled classes.

Holistic Student Development: IQAC organized programs like WWS, SSP, ASAP and ED clubs, to streamline soft skills and train students for real-world challenges.

Support for Job Seekers: Job Fairs and training for competitive exams are organized.

Administrative Enhancements: IQAC leads e-governance implementation through TCS software and streamlines library operations through KOHA.

Faculty Empowerment: IQAC promotes participation in Faculty Development Programs and Research Funding Proposals.

Quality Assurance: AAA in every academic year by external experts to ensure quality standards.

Modernized Curriculum Delivery: IQAC monitors program outcomes, modernizing curriculum delivery and bridging the industry-academia gap through Certificate Courses.

Blended Learning: Leveraging MOOCs, the institution adopts blended learning approach, combining

technology and traditional methods.

Assessment and Review: Outcome mapping, periodic internal and external academic audits and stakeholder feedbacks optimize learning outcomes.

Professional Development: Faculty benefit from curriculum enrichment workshops, particularly on Outcome-Based Education (OBE) and professional development programs.

Annual Academic Retreat: IQAC organizes an Annual Academic Retreat to evaluate student progression, academic mobility, placement and to recognize meritorious students.

Stakeholder Feedback Loop: Stakeholder Feedback ensures continual improvements.

Sustainability Initiatives: Green and energy audits keep sustainability in focus.

Research Growth: The research capacity expands with more Research Guides, Ph.Ds, and publications. Faculty collaborations attract substantial funding.

IPR Cell : Regularly conducts workshops, student discussions, and classes on patent filing procedures. The efforts of the IPR cell have resulted in the successful awarding of three patents,

Infrastructure Enhancements: The campus infrastructure has improved with RFID-enabled gate registers, ICT-enabled classrooms, free Wi-Fi, solar power installations and a new academic block.

Individual Teacher Records: IQAC maintains individual teacher records, aiding in promotion procedures like the Career Advancement Scheme (CAS).

ISO 14001:2015 certified the Environmental Management Systems of the College.

IQAC is thus a dynamic force driving quality through a comprehensive range of initiatives across teaching, research and administration.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity and sensitization

Union Christian College actively integrates **Sustainable Development Goals** (SDG's) and principles of the **United Nations Academic Impact** (UNAI) in its curricular and co-curricular activities in line with its **vision and mission**. This commitment is evident in the proactive approach in sensitizing students and staff towards gender-related issues through awareness programmes charted at the beginning of each academic year in the form of action plan. The institution's dedication to gender equality is apparent in its policies and practices. All students, regardless of gender, have equal access to educational resources, facilities, and opportunities. This approach not only promotes fairness but also fosters an inclusive learning environment.

The institution provides **adequate and appropriate facilities for women on campus** which is crucial for creating an inclusive and supportive environment. The chief facilities provided include **women's restrooms, wash rooms, recreation room, day care centre for young children, changing rooms/locker rooms, and specific facilities in terms of safety and security**. The college has a **special NCC wing for girls, a woman programme officer for NSS, residential hostel facilities for women staff and students, well-lit pathways with the presence of security personnel and CCTV surveillance** throughout the campus.

The institution incorporates **gender perspectives into the course content** thereby ensuring that the curriculum is not biased towards any particular gender. The college offers **122 courses as part of the curriculum** by the different teaching departments.

The IQAC in partnership with **Women's cell, NCC, NSS, and other clubs** organise various programmes, which facilitates a broader reach and holistic engagement of students in diverse activities. The awareness programmes, planned annually, play a pivotal role in sensitizing the college community about gender-based discrimination, stereotypes, significance of legal awareness, physical and mental health and other related issues. The continuing discourse promotes a culture of respect, tolerance, and understanding among students and staff. UCC has organized a total of **52 gender sensitization programmes** during 2018-2023. Equal opportunities for both genders and annual awareness programmes create a conducive environment for holistic growth and learning.

The **Women's cell** of the college actively functions as a dedicated entity in addressing issues related to female staff and students. It serves to report and address any grievances or complaints related to

harassment, discrimination or any other concerns. Similarly, the **Anti-Harassment Committee, Anti-Ragging cell, Students' Grievance Redressal Cell, and Internal Complaints Committee** work to prevent and address any form of harassment providing a confidential platform for reporting incidents and implementing measures to ensure safe and respectful environment for students and staff. **Accessible counselling services** that specifically address the needs and concerns of women in the campus is a major highlight. **Inclusive sports facilities and gender-neutral spaces** are provided in the campus.

The collaborative efforts with various clubs and organizations enrich the student experience, promoting not only academic excellence but also a sense of social responsibility fostering a campus culture that values and upholds gender diversity and inclusivity.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution adheres to its mission statement of cultivating national integration and harmony among diverse religions, cultures and linguistic groups. Socioeconomic inclusivity is celebrated by promoting regional and cultural diversities and languages.

Tolerance and harmony towards cultural, regional, linguistic diversities

- The Nature Club and the NSS units of the college focus on specific environmental projects.
- The NCC has organized seminars on road safety and Cyber-crime.
- The Service-learning Centre (SLC) (<https://servicelearning.uccollege.edu.in/>) established in 2017 provides experiential learning opportunities to students, and encourages their participation in International Student Exchange and service-learning programs.
- Centre for Peace Studies and Dialogue (CPSD) (<https://cpsd.uccollege.edu.in/>) started functioning in 2018 to promote interfaith and interreligious dialogue for peace building. It also offers a

certificate course on Fundamentals of Peace Building for students.

Tolerance towards communal and socio-economic diversity

- Inclusion of students from different communal and socio-economic backgrounds is ensured during admissions. The institution follows the policies of the affiliating University (Mahatma Gandhi University, Kerala), and reservation guidelines of the State Government for backward and minority groups.
- Consideration is given to the students of lower socio-economic background during UG and PG admission under Management Quota.
- Scholarships and endowments are instituted at all teaching departments (mostly by former faculty members) on merit-cum-means basis.
- Centre for the Study of Religion and Society (CSRS) (<https://csrs.uccollege.edu.in/>) opened in 2016 to promote creative dialogue among people of various religions and ideologies for fostering better understanding and tolerance. The Centre provides a platform for dialogue to people belonging to different communities.
- To promote gender equality, the college has constituted Women's Cell, which has been functioning effectively for several years, actively educating the student community on gender issues.

Constitutional obligations: values, rights, duties and responsibilities of citizens

- Human rights awareness is cemented through diversely themed activities like observance of Human Rights Day, Peace Day, Hiroshima - Nagasaki day, Constitution Day, Gandhi Jayanti and other days of national and international importance.
- Integration of Environment Sustainability and Human Rights are mandatory topics in UG fifth semester.
- Awareness of constitutional values and rights are implemented through programs, webinars and competitive events.
- The Electoral Literacy Club (ELC) aims to familiarize election procedures and democratic awareness and introduces students to Voters' Enrolment Portal.
- Democratic Representation of staff and students in all statutory and non-statutory bodies.
- Parliamentary mode of election to the Students' Council.
- Regular rotation of Headship in the departments.
- Faculty and Staff participation in the conduct of State/ Central elections.

Other Practices to inculcate human values and responsibilities:

- Value Education and Mentoring
- Free counselling service
- Orphanage and Old Age Home visits
- Anti-Drugs Awareness
- Career Guidance Programs
- Yoga
- Mental Health Awareness
- Gandhian Values
- Promotion of Khadi

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1:

VIKAS (Value-based Interventions for Knowledgeable Action in Society)

Best Practice 2:

SANKALP (Sustainable Action for Nature, Knowledge and Accountable Life Practices)

VIKAS and **SANKALP** are special purpose entities dedicated to global Sustainable Development Goals (SDGs). **VIKAS** is aligned to SDGs 1, 4, 5, 8, 10, 12 and 16, and **SANKALP** to SDGs 3, 6, 7, 9, 11, 12, 13, 14 and 15. These Best Practices are committed to quality education and wholesome individual development forging a more equitable, just and sustainable world.

VIKAS

Objectives

1. To foster ethical and moral values pegged to societal challenges.
2. To deliver holistic education guided by Gandhian principles, cultivating social consciousness.
3. To cultivate inclusive, service-oriented campus culture.
4. To mould responsible, compassionate individuals capable of meaningful contribution to society.

Context

VIKAS springs from the conviction that education must empower students to address contemporary social challenges through informed action. Inspired by the likes of Gandhi and Tagore who visited the college during the early years, **VIKAS** seeks to foster intellectual growth, social responsibility, character development and community transformation. Curriculum deficits are offset by a comprehensive and inclusive framework aligned to ethical principles and the ethos of holistic development.

Practice Highlights

- Flood Relief Camps in 2018 and 2019.

- Voluntary relief work in Wayanad.
- COVID-19 FLTC Centers, Counselling Services by faculty and students.
- Service Learning: Engaging with local schools, Special Schools, Handloom and Khadi initiatives, Kudumbashree.
- CPSD (Centre for Peace Studies and Dialogue): Volunteers developed Campus Aggression Index and redesigned and upgraded the Peace Building Course to certification level.
- CSRS (Centre for the study of Religion and Society): Interviews and Documentary
- Pain and Palliative Care Unit: Active community care.
- Centre for Value Education and Inspire: Introducing 'VIKAS' to first-year UG students
- Disaster Management Club – Flood preventive measures at Kannamali, Ernakulam district
- Kandal Club --Kandal Nursery -- Kandal Valley -- identified coastal areas in Ernakulam District to plant mangroves
- Nityadarsanam: Seminars by Guru Nityachaitanya Yati Chair.

Evidence of Success

Commitment to community engagement matured during 2018- 2019 floods, COVID-19 pandemic, and the Centenary Exhibition '*Centennial Vista*'.

- Flood Relief Camps housed over 11,000 flood victims. Recognized and awarded by neighbourhood Panchayaths, Municipalities and the District
- CSRS published *Ottavakkinte Muzhakkangal* and made a documentary titled *Mannu*
- Value added Course (CPSD): "Fundamentals of Peace Building"
- Anjappam Young Volunteer Award(AIWA)

Challenges and Resources

Implementing these practices has not been without challenges. Flood and Pandemic Relief involved formidable logistical complexity, resource procurement, streamlined distribution, sustained volunteer pool, and follow-up community engagement. Differentially-abled students required specialized support and additional resources. Logistical and cultural complications had to be negotiated in coordinating International Service learning and student exchange.

VIKAS manifests unwavering dedication to values, community engagement, and producing compassionate, socially conscious individuals poised to have significant impact on society.

SANKALP

SANKALP exemplifies holistic approach to environmental stewardship, from waste management and energy conservation to sustainable food practices and education. NCC, NSS, various clubs and cells fulfill SDGs and equip students for concrete action with a mission to end poverty, protect the planet and ensure prosperity by 2030.

Partners: Mahatma Gandhi University, Thanalidam Eco Shop, Nature Club, Kandal Club (mangrove club), Disaster Management Club, Ranthal Club, NSS, NCC, Works Department, Hostels, Staff Association, South Indian Bank, different departments, Canteen, College Students' Union, Haritha Keralam Mission, Swatch Bharat Abhiyaan

Objectives of the Practice

1. Recycling and Waste Management- separate bins with colour code- EEICHO- biofeed-composting- Plan@earth - Green Energy – solar plant and 100% LED
2. Green Campus and organic farming
3. Water conservation, rainwater harvesting, efficient drainage, wells, water tanks implemented in phases- sprinklers for gardens- treated water for gardening
4. Environment Education- Biodiversity Register- Courses

The Practice

- The proactive initiatives represent strong commitment to sustainability.
- Recycling efforts encompass the Eco Shop, Thrift Shop and a government-supported startup, promoting materials' reuse.
- Energy conservation prioritized with PIR sensors in common areas, reducing energy consumption.
- Green Building Practices, Non-LED lights replaced with energy-efficient alternatives.
- Use of Solar panels
- Biodiversity documentation through a Biodiversity Register (UCC Fauna Atlas) supporting environmental research and education, monitoring species diversity
- Water conservation: Phased water pipe renewal, low-flow toilets, and sensor-equipped water tanks using treated water for irrigation.
- Sustainable food practices with on-campus organic cultivation, reduced food waste and composting.
- Waste Management: Segregation into four categories (Bio-degradable, plastic waste, e-waste and hazardous waste), supported by policy initiatives like Plan@earth.
- Environment education integrated into curricula, eco-awareness through dedicated courses, workshops and activities.
- The Kandal Club champions mangrove conservation, emphasizing their critical role in coastal protection.

Evidence of Success

- Waste reduction through recycling.
- 55000 saplings planted in the past five years including rare trees, campus garden and Gandhi mango saplings(Mango tree planted by Mahatma Gandhi in 1925).
- Reduced energy consumption.
- Utilization of solar panels (60 kW) and 95% LED Upgrade.
- Water conservation – Rain water harvesting with 1 lakh cubic liter capacity.
- Patent filed for an award winning technology by a woman student for making a fertilizer from water hyacinth weed under the trade name EICCHOFERT.
- Value added products such as handicrafts from water hyacinth (*Eichhornia crassipes*) that chokes water bodies and accelerates flooding made by lower income group women and students.
- Sustainable food practices-integration of environmental education into curriculum.
- Implementation of colour-coded bio-waste bins, eco-friendly packaging, and green protocols.
- Organic farm on campus.
- Paddy cultivation by Nature Club.
- Mangrove seed planting and sea wall building by Kandal Club and Disaster Management Club.

- Biodiversity Register titled “Flowering plants of UCC Campus and Herbarium based tour guide for plant collection” published with ISBN number.
- Environmental Studies and Human Rights taught to all UG students.
- Environmental History course offered at PG level.
- All major days celebrated on campus as part of Awareness Drive.

Challenges

Logistical complexities in waste segregation and composting, upfront investments for energy-efficient technologies, and adjustments to existing infrastructure had to be negotiated. Sustaining local organic food practices, behavioral changes for reduced food waste, and faculty training for integrating environmental education required continuing endeavour. Despite these challenges, our dedication to sustainability remains steadfast and driven by innovation and novel ways of overcoming obstacles.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

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:

Institutional Distinctiveness: “SAHABHAGA” - Participatory Governance towards Holistic Development

Union Christian College (UCC) in Aluva is built upon the fundamental principle of actualizing the value of universal humanism. It has consistently demonstrated an unwavering commitment to providing holistic education that goes beyond academic excellence. UCC's dedication to academic excellence, reflected in its NIRF ranking of 77, results in a remarkable proportion of students pursuing higher education and securing placements.

- **Participatory Governance**

Participatory Governance with its emphasis on participative management, democratic union activities, leadership development, and overall growth, has emerged as a distinctive feature fostering the holistic development of students, creating a dynamic and inclusive educational environment. UCC's participatory governance promotes a culture of participation, fosters democratic union activities among students, groom leadership qualities among students and staff, and facilitates holistic development within the

college community. A group of four young visionaries were instrumental in the founding of the college in 1921. For over a century, the Governance of the college upheld notions of decentralization and ensured equitable participation of faculty members in the administration of the college.

Specifically, an Inter-Church Fellowship (ICF), a body comprised of faculty members, is responsible for the coordination of the functioning of the college. Standing Council of the college includes eight representatives from the ICF other than the Principal and the Bursar. The Standing Council secretary will be a member of the faculty; he/ she is the one who represents the college in various legal/ official proceedings.

The principal serves as the central point for decision-making and comprehensive planning, overseeing the day-to-day operations of the college. This inclusivity carries over further, with a faculty member being the Bursar of the college, responsible for managing the financial aspects of the college. Furthermore, a faculty member will be the Works Superintendent of the college, responsible for coordinating the various infrastructure development and maintenance activities on campus. Faculty members also occupy the role of wardens of the hostels.

Two members of the College Staff Council are elected from amongst the faculty through elections held in a democratic way. The Deans of the institution are selected on the basis of their academic merit, years of experience and concurrent professional skills. Also, the headship of departments is rotated on the basis of seniority.

Again, reflective of the college's vision, there is ample involvement of students, alumni PTA and community leaders in academic and non-academic activities. Student leaders, elected following a presidential model of election, and class representatives, form part of the various committees constituted for the smooth conduct of myriad programmes. As per requirement, committees constituted have a composition comprising of teachers, non-teaching staff, present and old students, and a local body representative. Hostel student leaders participate actively in hostel administration.

- **Inclusiveness**

UCC not only prioritizes diversity in its faculty but also ensures inclusivity in its student body. The institution actively recruits teaching and non-teaching staff from a wide range of socioeconomic classes, encompassing Scheduled Castes (SC), Other Backward Classes (OBC), and other minority groups. This commitment extends to student admissions, with 13.2% of enrolled students hailing from reserved classes, including a primitive tribe. UCC's dedication to inclusivity is further exemplified through scholarship programmes that specifically target economically disadvantaged students, facilitating their access to high-quality education. The college's unique approach to cultural diversity is evident in its prayer, which incorporates verses from both the Bible and Upanishads, symbolizing a harmonious coexistence of different faiths. Through initiatives like the Service Learning Centre, which engages with Japanese students and facilitates reciprocal visits, UCC actively promotes a global perspective, nurturing a sense of global citizenship among its students.

- **Heritage Preservation**

UCC's unwavering dedication to heritage preservation manifests prominently in the meticulous upkeep of historical edifices like the Kacheri Malika. This architectural marvel, once the Travancore Court, encapsulates the institution's commitment to cultural and historical perpetuity. By repurposing it into an

educational and cultural nucleus, the college ensures that its students are not only recipients of knowledge but also stewards of their cultural lineage. The Kacheri Malika serves as a living reminder, fostering a profound connection to the past and instilling a profound sense of identity and legacy in the student body. Mahatma Gandhi's visit, commemorated by his inscription in the visitor's diary and the enduring mango tree he planted, symbolizes the college's homage to noble ideals and enduring principles. Furthermore, UCC's eco-friendly initiatives, encompassing walkways and water harvesting, underscore a conscientious endeavour to honour and comprehend the natural environment enveloping the college, aligning with its holistic commitment to heritage and sustainability.

Participatory governance in an educational context involves the active engagement of stakeholders such as faculty, staff, students, and local communities in decision-making processes. This inclusive approach ensures collective decision-making on heritage preservation, drawing on diverse insights for comprehensive strategies in conserving historical elements within the college. The involvement of local communities and alumni fosters a sense of ownership, pride, and financial support for heritage preservation projects. Moreover, participatory governance promotes diversity and inclusivity by encouraging representation from various social, economic, and cultural groups. These stakeholders can contribute valuable perspectives, knowledge, and even financial support for heritage preservation projects. Participatory governance encourages representation from various sections of the college community, promoting diversity and inclusivity. It addresses the specific needs of marginalized groups, ensuring equitable resource distribution. This representation ensures that decisions consider the needs and perspectives of different social, economic, and cultural groups within the college. Inclusiveness is reinforced through the fair distribution of resources and opportunities. Participatory governance mechanisms can help identify and address the specific needs of marginalized or underrepresented groups, ensuring that heritage preservation efforts benefit the entire community.

Collaborative planning of cultural events under participatory governance celebrates diverse heritage, fostering inclusivity and awareness. UCC stands as a progressive example, embodying participative management, inclusiveness and heritage preservation; contributing to the development of responsible, empowered and visionary leaders.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Union Christian College, Aluva has enjoyed the status of a special grade college under Mahatma Gandhi University and has completed glorious **102 years** of academic life. With **40 programmes: 16 UG, 14 PG and 10 Doctoral Programmes**, apart from various Certificate and Add on Courses.

Our students have secured top positions in University examinations. We have achieved University **114 ranks during the assessment period.**

Ten Research Departments have produced **41 Ph. D.** Degrees during the post-accreditation period;

65 students secured NET/JRF/SLET from the college during the assessment period.

18 faculty members were awarded Ph.D. Degrees during the period under review.

The College is a Camp Centre for valuation of examination papers of Mahatma Gandhi University.

Our Alumni have occupied prestigious positions in different walks of life.

College has received Rupees **2 crores** under the **RUSA 2.0 Scheme** from the Central and the State Governments for new academic block constructions.

Received **DBT Star Programme** Scheme for Science Departments from Department of Science and Technology, Govt of India.

College Secured **77th rank in NIRF 2023 and 97th position in 2022.**

ISO 14001:2015 Certified College.

"**Centennial Vista 2022**," the exhibition organized by Union Christian College (UCC), celebrated its rich history while emphasizing its ongoing commitment to growth and societal contributions. The event, beyond being a showcase of achievements, symbolized UCC's journey through time, space, and knowledge. The exhibition not only captivated the student community but also welcomed the general public, creating a bridge between the past, present, and future. The exhibition saw the participation of over 100,000 individuals, including nearly 12,000 students from 97 schools in and around Ernakulam. By inviting both students and the public, it fostered intergenerational connections and instilled pride in the institution. The departmental exhibitions within "Centennial Vista 2022" not only displayed academic prowess but also served as educational tools, promoting a holistic understanding of science, technology, arts, and culture. These interactive displays inspired a pursuit of knowledge, showcasing the profound impact of these fields on our world. The centenary celebration stands as a significant milestone in UCC's history, underscoring the transformative power of education.

Concluding Remarks :

Union Christian College remains committed to the core value of truth, with an unstinting resolve to pursue its realization through justice, freedom and knowledge. The college holds fast to the mandate of its founding fathers, to facilitate the holistic growth of the person, inspiring and reinforcing the best in him/her, to serve the nation and humanity. This is accomplished with an accent constantly on intellectual acumen, moral fortitude and spiritual vigour.

In the sphere of higher education in India, autonomy entails the bestowal of academic and administrative liberty upon colleges and universities. The application for autonomy from Union Christian College, forwarded by Mahatma Gandhi University to the University Grants Commission, New Delhi, is currently awaiting approval.

The college, through all its educational endeavours, attempts to inculcate Indian culture, generate and communicate knowledge, impart skills and foster multiple intelligences. With a century's legacy of pioneering efforts in building lives, nourishing dreams, and moulding the community, the college occupies a pride of place among the colleges in the state and the nation. Positioned on a new trajectory of growth in the emerging educational scenario of the nation, the college is gearing up to initiate programmes under the New Educational Policy (NEP) envisaged by the government. Inter-disciplinary, Multi-disciplinary, and Skill-development courses are being developed by the faculty members of the various departments, expecting immediate approval from the affiliating university. The college, as always, continues to strive to provide the best research and learning experiences to the student and research community to equip them for the challenging contemporary global realities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :38</p> <p>Remark : Input edited from supporting documents.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2431</td> <td>2350</td> <td>2319</td> <td>2228</td> <td>2183</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1445</td> <td>997</td> <td>849</td> <td>866</td> <td>764</td> </tr> </tbody> </table> <p>Remark : Input edited from supporting documents.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2431	2350	2319	2228	2183	2022-23	2021-22	2020-21	2019-20	2018-19	1445	997	849	866	764
2022-23	2021-22	2020-21	2019-20	2018-19																	
2431	2350	2319	2228	2183																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1445	997	849	866	764																	
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : Input edited from supporting documents.</p>																				
2.4.2	<p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
105	102	101	103	100

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58	58	58	58	58

Remark : Input edited from supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69.32	0	27.66	19	104.61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
69.32	0	27.66	19.01	104.61

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	19	26	18	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	11	07	07	06

Remark : Input edited from supporting documents.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited from supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	43	31	42	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	32	27	40	36

Remark : Activities conducted under an event will be counted as one event only. Hence input edited accordingly.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations