

**Peer Team Report on the Re-Accreditation of  
Union Christian College, Aluva  
KERALA**

**SECTION I**

**1 Preface**

Union Christian College, Aluva was established in 1921, as a centre of Christian Higher Education to offer secular education to all without discrimination with interdenominational cooperation. It is built upon an area of 33 acres in a semi-urban location. It is recognized by the UGC under 2(f) and 12 (B). The students of the college belong to the same state and their strength is 1390 (417 M, 973 W) in UG, 416 (104M, 312W) in PG, 60 in certificate and diploma courses, 325 (134 M, 191 W) in self-funded courses and 59 (15 M, 44 W) in the Ph.D. programme. It is an affiliated college under the Grant-in-Aid scheme. It has 94 teachers, 27 of whom have the Ph.D. degree; 49 are non-teaching staff and 3 technical staff. A few teachers appointed by the college are paid from Parent-Teacher Association (PTA) funds. It offers 20 subjects with 26 programme options.

The college was accredited by NAAC in 1999. It has volunteered again to be re-assessed and re-accredited by the Council. It submitted its Re-Accreditation Report in 2004. The Council constituted the following Peer Team to visit the college in order to re-assess and re-accredit its performance : Professor C.K Kokate, former Vice Chancellor, Kakatiya University, Warangal, AP, (Chairman) ; Dr. Shakuntala Katre, Professor of Zoology & Dean of Science, Bangalore University, Bangalore, and Rev. Dr. Francis Soundararaj, former Principal, Madras Christian College, Tambaram, Chennai (Members). Dr. Antony Stella, Advisor, NAAC was the Coordinator and Mr.S. Kuppusamy, Manager – Operations, PSG & Sons Charities, Metallurgy & Foundry Division, Coimbatore was the Observer from industry.

The Team visited the college between January 23 and 25 (three days), 2005. The Team reviewed infrastructure and other facilities; interacted with members of the Governing Body, the Principal, students, members of faculties, non-teaching staff, alumni and others; and perused relevant documents. The outcome of these processes, gone through in accordance with the criteria of NAAC, together with a comparative evaluation of the college's performance between the two assessments is presented in the following re-assessment report :

**SECTION II**

**2. Criterion-Wise Analysis**

**2.1 Criterion I : Curricular Aspects**

The attention bestowed on the curricular aspects of NAAC by the college during the interim period indicates general progress in details of the curriculum.



#### 2.1.1 Statement of Goals and Dissemination

Goals are stated clearly in the well-articulated mission statement. Additional effort has been made to disseminate them to constituents by several means. The calendar and the handbook have been updated annually and orientation programmes were organized.

#### 2.1.2 Curriculum Development

Curriculum development has been significant. 14 UG courses in conventional arts, and classical and modern sciences, as well as vocational courses are offered. Biological techniques and specimen preparation, polymer chemistry, computer science, computer maintenance and electronics have employment potential. This shows compatibility of the curriculum with the stated goal of making rounded personalities who are intellectually, morally and socially developed. There are 26 programme options of which 7 are new; 10 electives; and new vocational courses such as biotechnology, computer applications and archaeology and museology. Women's studies addresses a national need. Value orientation is sought to be implemented through the Friday weekly lecture series called 'Issues and Ethical Responses'.

#### 2.1.3 Academic Flexibility and Curricular Process

The curricular processes used by the college include built-in horizontal and vertical mobilities on campus; ICT-enabled course components and on-the-job training for some new vocational courses. Horizontal mobility is sought to be made possible by offering courses of the M.G University outside the curriculum on the campus. BCA, B.L.I.Sc. and Computer Applications offer this facility. Postgraduate programmes such as MCA, MSc. (biotechnology) and M.Sc (bioinformatics, to be introduced in 2005) offer vertical mobility on campus. The Ph.D programme is another such facility. 25 modules offered are ICT-enabled, a facility made available after the first review. The five new vocational programmes introduced have built-in arrangements for on-the-job training.

#### 2.1.4 Academic/Social Feedback

Informal feedback is obtained from employers. Feedback is also obtained from students on courses.

#### 2.1.5 Review and Redesigning

Curricular review made by the college has yielded benefits. The conspicuous singular achievement is that of upgradation of modules into full-fledged courses. Ancillaries have been upgraded into degree programmes; hardware offered as ancillary to students of physics has been elevated as B.Sc. Electronics; Computer application modules offered by the Institute of Communication and Information Technology have contributed to B.Sc. Computer Science. Faculty of the college have considerably contributed to reshaping the



curriculum in their capacity as members of the Boards of Studies of the university. The new courses M.Sc. (Bio-Informatics) and M.Sc. (I.T) are results of such endeavor.

## **2.2 Areas which Need Attention**

2.2.1 Informal curricular arrangements need formalizing. Attempts may be made to identify slow and advanced learners by an effective screening method and to offer them structured programmes with well-formed syllabi and time-schedules. Informality in the obtaining of student feed-back on courses, campus amenities and experiences may be replaced by a formal mechanism. Value orientation may also be implemented by means of a formal course or module with a syllabus.

2.2.2 Additional curricular good practices may be adopted. Academic flexibility can be better facilitated by adopting the Choice Based Credit System at least for the courses offered outside the university requirement. Another good practice is that of obtaining periodical feed-back from stake-holders, chiefly, students, employers, alumni, industry and peers on courses, infrastructure, pedagogy and other functions. Thirdly, student and expert assessments of teacher performance are essential to make the educational system on the campus more accountable, efficient and stakeholder-friendly. Fourthly, new courses especially those which increase the employability of the learner may be introduced.

## **2.3 Observation of the First Peer Team**

While the improvements made during the interim period, which are listed above, are appreciable, the following observation made by the first Peer Team may be attended to :  
There is no specific mechanism available for feedback on programmes from employers and society.

Although informal channels provide some flow of information, a systematic procedure and follow-up may be result-oriented and it is crucial to make specific time-bound plans.

## **3.1 Criterion II Teaching-Learning and Evaluation**

While the core of the practices adopted by the college in teaching-learning and evaluation remain more or less the same, significant marginal changes have been made. The strengths of both are highlighted in this section. Improvement of qualification of faculty, the initiative of the college to introduce IT-enabled teaching, advancement of research facility and the greater vibrancy of academic activity are some of the highlights which are appreciated. Strengths of both earlier and new practices are recounted below :

### **3.1.1 Admission Process :**

Meticulous arrangements exist to ensure merit in admissions. All applications received are rank-ordered and a committee screens them according to norms laid down. 50% of seats are filled on the basis of merit. Even the 20% 'management quota' is filled in the



order of merit. The admission policy accommodates equity considerations by reserving 20% of seats to those under the SC/ST category.

### 3.1.2 Arrangements to Meet Differential Needs of Learners

A committee monitors remedial assistance given to slow learners outside class hours. Advanced learners have the option to use additional library sessions and also to avail themselves of the services of the Student Guidance Bureau. Tutorial groups of fifteen students each attached to a teacher and the 'Open House' system of discussing student problems and needs with parents are other channels of student assistance in general.

### 3.1.3 Teaching – Learning Process

The academic calendar is prepared and followed from the beginning of the sessions. The average teaching days of the college range from 150 to 175 days. The teaching schedules are prepared at the beginning of each academic session. Syllabi are unitized and monitored according to state government regulations.

The conventional lecture is the generally followed method of instruction. However, it is supplemented by seminars, workshops and discussions held by departments. The initiation of ICT-based pedagogy by providing a seminar hall with a laptop and LCD facility has created an opportunity for teachers and students to use benefits of modern technology in the teaching-learning and research processes. Semesterisation of courses and allotment of 20% of marks to internal assessment recently introduced by the university are progressive measures and the college is using this opportunity with responsibility and care.

### 3.1.4 Teacher – Quality

Teachers are selected according to the rules of the state. The selecting committee has a subject expert. 27 of the 94 teachers have the Ph.D degree and 26 have M.Phil. Part-timers are paid from PTA funds. Some have utilized the Faculty Improvement Programme (FIP) facility of the UGC. Teacher-quality enhancement is facilitated through institutional and national seminars: 15 institutional and 40 national seminars were held during the last five years. Seven teachers participated in international seminars outside the country. Twenty teachers served as resource persons in 34 subject programmes.

### 3.1.5 Teacher Evaluation

Self-appraisal followed by self-correction alone exists as an instrument of evaluating teacher quality and performance. Any other strategy, if followed, is informal.



### 3.1.6 Evaluation of Learning Outcome

Results of terminal university examinations are quite good. They are 91.7 % in UG and 88.8% in PG in 2004 and 2003 respectively. Many have consistently obtained several university ranks during the last two years.

### 3.1.7 Evaluation of Student Performance through the Course

The newly introduced 20% internal assessment of student work is meticulously followed and the assessment is made with periodical terminal tests.

## 3.2 Areas which Need Attention

3.2.1 Formal arrangement may replace informality in pedagogic transactions. Remedial programmes for slow learners in English and other difficult subjects may be designed according to need, and suitable syllabi may be framed and additional study material prepared. Similarly advanced learners may be given academic counselling and skill-based tasks and higher courses of study. Similarly the use of computers and other aids such as LCD and OHP may be better organized in order to help a large number of students and teachers to use them.

3.2.2 Pedagogic methods may be more learner-centred. Memory based summative terminal assessment may be limited to final university examinations. The Choice-Based Credit System can enhance student work and reduce teacher-dependence.

3.2.3 Assessment of teacher performance with reliable instruments needs attention. Well-monitored student appraisal of teacher performance and suitable follow-up with feedback to teachers and arrangement of staff development programmes in areas of deficiency may be initiated. Expert and peer assessment can reinforce such a reform.

3.2.4 Assessment of learning outcomes may be made more reliable and scientific. University results cannot reliably assess learning experiences as efficiently as progressive skill-based continuous assessment which helps form both the primary skill of memory and recall and the more advanced skills of cognition, application, problem solving, presentation and public defence of original work. Related to this is the more effective use of library resources and the Internet by developing reading and reference skills. ICT on-line tests can prepare learners for international testing of aptitudes and abilities.

## 3.3 Observation of the First Peer Team

3.3.1 The college has acted upon the recommendations made by the first Peer Team. It was constrained to observe, "In every department about half the teachers have only the Master's Degree. It is particularly the case of older teachers and women." The spurt in



research activity evident in the subsequent years, the augmentation of external and internal assistance to enhance research and the retirement of some of the senior teachers have begun to remove the implications of this comment. Nevertheless a considerable number of teachers are yet to improve their qualifications. 27 Ph.Ds out of a total of 94 is still one-third of the population.

- 3.3.2 The need to make teaching learner-centered and technology-oriented is urgent in the present context in which competitiveness fostered by globalization is already a serious handicap to our graduates. The observation of the first Peer Team is quite relevant to this comment.

#### **4.1 Criterion III: Research, Consultancy and Extension**

The achievement of the college in research is commendable and the extension work so far done also shows indications of sustainable development of the villages adopted under the outreach arrangement.

##### **4.1.1 Promotion of Research Culture**

The spacious campus, adequate library and technology support, academic and competent human resources, enabling administrative machinery and funding provide the back-drop for the development of the research culture evident on the campus. The presence of 10 postgraduate departments is a help. The library has about 69000 books, 4 overseas journals and 44 national journals. The computer centre has 171 terminals in addition to those in the departments. 10 departments involved in research have a funding of about Rs.16 lakhs. 8 departments are recognized by the university for research and there are 26 recognized guides. Nine of them have guided 20 scholars to earn their doctoral degrees. The Research Committee monitors the research activity on the campus. A bi-weekly research forum encourages cross-pollination of ideas for research. Funding bodies such as the ICHR, KCHR, ICHSSR and the overseas church body UBCHEA have sponsored research projects. Eight national collaborations keep the work in progress. These more than attest the presence of research culture on the campus

##### **4.1.2 Research Output : Degrees and Projects**

Twenty seven have Ph.D. and twenty six have M.Phil. Forty nine part-time and eight full-time research students are enrolled in the Ph.D programme. Six minor research projects and five major research projects were completed during the last five years, with an outlay of Rs.12.22 lakhs. The college has funded 3 more projects with 3.72 lakhs and 2 others were also pursued for 2.75 lakhs. The departments of Malayalam, English, history, psychology, mathematics, botany and physics have a project each at present. They have completed 2 to 7 projects during the last five years at an outlay of more than Rs.20 lakhs.



#### 4.1.3 Research Output : Publications

Research publications are many. 54 publications are reported. Among books published 9 are editions, 13 text books and 3 subject books. Two research journals are published and 15 popular articles are mentioned. One student has submitted a thesis to the Indian Institute of Science, Bangalore. Reviews and abstracts are also among the writings.

#### 4.1.4 Consultancy

The college offers limited paid consultancy but much consultancy work done is honorary. The amount generated from paid consultancy is Rs.67320. Consultancy offered to local agencies on regional history by the History Department, counselling services offered by the Psychology Department and pre-publication editing done by English and Malayalam Departments are some instances of honorary consultancy. Skill-transfer offered to farming communities on cultivation of vanilla and mushroom cultivation by the Botany Department is another such consultancy.

#### 4.1.5 Extension

Extension activities are mainly undertaken by the NSS and NCC units of the college. The ongoing sustained community work that deserves commendation is that of providing a library and a tailoring unit in the dalit colonies adopted by the college. Awareness campaigns, socio-economic survey on pollution and demonstration classes given to high school students by the Department of Chemistry are among sporadic social and community activities. These activities have helped the college to integrate with the neighbourhood communities. The college partners with NGOs in some of these activities. Eight national collaborations and some with industry enrich the extension services rendered by the college.

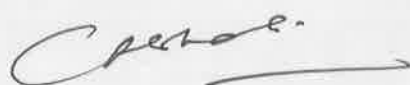
### 4.2 Areas that Need Attention

4.2.1 While considerable research work has been done and others are in progress and the strategies adopted for the promotion of research are certainly commendable, better coordination of institutional research may help.

4.2.2 More of sustained extension activities may bring more lasting fruit than sporadic activities done at random.

### 4.3 Observation of the First Peer Team

Judging by the brevity of the section on research in the earlier report it is found that research has made considerable progress in the college in terms of augmentation of the support for, and the quantum of, research during the interim period. The suggestion of the first Peer Team to involve more faculty in research may be considered.



The area of proposal – writing and training in research, especially web-based research, need further attention

## **5.1 Criterion IV Infrastructure and Learning Resources**

During the past five years considerable attempts have been made by the college to expand the infrastructure. Funds were mobilized for putting up new buildings to accommodate class-rooms, labs and other functioning units of the college. Automation of services and enhancement of learning resources have given the college a face-lift.

### **5.1.1 Physical Facility : Adequacy**

During the last five years the commodious Mathew Block, the Physics Block, the Indoor Games Block and laboratories were added. The Master Plan has blue-printed more additions : an MCA building, archaeological Museum, electronics lab, women's hostel, the new library building, biotechnology and microbiology labs, mess hall and Bathroom complex. The existing buildings are adequate for the present programmes.

### **5.1.2 Maintenance**

Maintenance work is under the charge of designated committees : Building Committee, Works Department and Works Committee in all of which members of the faculty are involved. All pieces of lab equipment are maintained by the Instrument Maintenance Facility Centre. Landscaping is done for the upkeep of the campus. The funds of the college finance maintenance.

### **5.1.3 Library and Learning Resources**

Library services are managed by the Library Committee. Lending services are liberal : there is open access for PG students; each undergraduate is entitled to borrow 3 books over a week ; each postgraduate student can borrow 8 books for 30 days ; and each staff member is entitled to borrow 30 books for a month. There are 287 books in the Book Bank for the exclusive use of SC/ST students.

### **5.1.4 Computer as Learning Resource**

The computer services now available to the campus community were generated over the last five years. 171 terminals are provided ; on-line services such as the Internet, e-journal and data bases are made available ; the publication of "Information Alert" facilitates computer users. An online public access catalogue is a great help. Faculty and staff are offered training in computers.

### **5.1.5 Other facilities**

The needs of almost all the constituents of the college are met. There are 5 hostels, 4 for women and one for men. The Rural Medical Mission Hospital established in 1936 provides for the health needs of the college community. Playgrounds provide for all





games and athletics. There is a gym, canteen, day centre, rest rooms, power generator, intercom, water, audio-visual equipment and faculty and staff residences are available. A cell for redress of grievances was created in 2000. The Internal Quality Assurance Cell was recently established in 2004.

## **5.2 Observation of the First Peer Team**

The earlier report has underscored the need (a) to enhance infrastructure and equipment in labs ; (b) to carry out massive renovation of some of the old buildings; (c) to replace old amenities with modern amenities ; (d) to provide communication network ; (e) to revive 'residential life' in order to promote holistic education ; and (f) to make the library user-friendly. The RAR submitted now gives an account of the rectification of (a), (b) and (c) by the new building projects and other infrastructure development. (d) and (e) depend on internal human resource management which the college may attend to. The "Future Projections" appended to the RAR addresses some of these problems. As revival of residential life and further development of infrastructure are on the agenda, the college may prioritize them.

## **6.1 Criterion V: Student Support and Progression**

Student support given by the college with its developed infrastructure and other services have shown visible progression of student academic life : the success rate in the university examination has been consistently good. The satisfying work ethic maintained against disturbances, and the additional modern technological assistance provided have obviously contributed to this success. The strengths emerging from these are mentioned below :

### **6.1.1 Student Profile**

The demand for admission to the college is considerable, The ratio of vacancies to applications is approximately 1:10. The college serves youth of the state : almost 100% of the student body belong to the state. The admission policy accommodates considerations of equity as state reservation regulations are observed. Merit-ordering in admission is practiced. Thus the demographic, social and academic dimensions of the student profile constitute a healthy practice of the college.

### **6.1.1 Student Progression**

As observed earlier, university exam. results are good : In recent batches the success rate is 91.7 in UG and 88.8 in PG with 14.56% passing with distinction. There are several university ranks in almost all subjects and they are obtained consecutively over the past five years. There has been a progressive increase in the total number of university ranks which is 53 during the period. Academic progression of students to higher studies and social mobility to employment are reported though not quantified.

*C. Perera*

### 6.1.2 Student Support System

The student support system is functional. Information about the college and its programmes and facilities is provided to new entrants through the calendar and the handbook which are annually updated. Orientation programmes are also organized for the purpose. The Admission Committee offers informal academic counselling regarding choice of courses. A formal tutorial system exists. The cell to redress student grievances was established in 2000. There are five hostels which provide residential facility to 15% of students. Student scholarships are substantial ; nearly 50% of the students are assisted through them.

### 6.1.3 Student Support and Utilisation : Activities

Performance in sports is reasonably good. 41 students represented Kerala in national events and 94 at the university and inter-university levels. They also won 7 team events. The alumni centre is active : it meets on second Saturdays every November; and it has given the college the Platinum Jubilee Auditorium. The Internal Quality Assurance Cell begun in 2004 has just started planning : it has resolved to set up a new website, rectify shortcomings mentioned in the first Peer Team Report and to conduct an orientation on college autonomy. About 35 cadets have passed the NCC 'C' certificate examination in the past five years.

## 6.2 **Areas that Need Attention**

As any college exists for student progression, this aspect becomes more important than others: in fact, all other criteria converge on this. The college may bestow additional attention on the following:

- 6.2.1 The student profile of the college is regional, not national or international. This may deprive students of the valuable benefit of a healthy mix of diverse cultures to develop a broader perspective on life, especially in the present context of globalization. The college may want to review its admission policy to rectify this inadequacy.
- 6.2.2 While student progression is quite good as far as results in examinations are concerned, their socio-economic mobility, especially to avoid middle level employment, needs to be facilitated. Efficient coaching may be arranged to succeed in national and international examinations.
- 6.2.3 Student support system, while adequate for maintaining present academic courses, needs augmentation in other areas. Particularly, a holistic and organized system of support is necessary to offer professional support in personal counselling, placement counselling and placement services.



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- 6.2.4 The State of Kerala which has given to the world outstanding sportspersons like P.T Usha relied on services and training offered in colleges. UCC's performance in sports may be improved. Other student activities in creativity, especially in Malayalam, may be encouraged. Again, Kerala had many Sahithya Academy awardees in this area, and still has.

### **6.3 Observation of the First Peer Team**

While the earlier Peer Team is appreciative of student involvement in the Cine Club, NSS, NCC, Nature Action and other clubs, it has emphasized the need to formalize student assistance. There is at present, an informal mechanism of career and placement cell. It may be necessary that some professionalism is adopted in these activities.

## **7.1 Criterion VI: Organisation and Management**

The organization of the college is democratic. Even the Principal, who is considered as the 'first among equals', holds office only for five years on rotation. Power is decentralized and the administration follows the modern managerial principle of shared governance, chiefly, through teams or committees. The 'bottom-up' structure is, therefore, followed. Some strengths of the organization and management of the college are mentioned here.

### **7.1.1 Goal Orientation and Decision Making**

The decision-making is participatory. All decision-making bodies, the Governing Body, the Internal Management Committee, the Inter-Church Fellowship and the College Council have representation from all the constituents of the college, including members of faculties. 10 of the 27 members of the Inter-Church Fellowship are teachers. The policy of education adopted by the management is that of 'empowering the powerless'. The admission profile reflects this : 46% of the students are socially poor; 73% are women; and 80% of students and 75% of staff come from rural areas. Governance is dynamic: the Governing Body has met 11 times and the Staff Council also met 11 times. The frequency is matched by efficiency noticed in the upgradation of infrastructure and augmentation of learning resources within a short span of five years. Social justice, indigenous life style and secularism mark decisions.

### **7.1.2 Organisation, Structure and Function**

The structure of the organization is not hierarchical but collegial. Equals deliberate on matters and decide in the interest of institutional development. Committees invested with powers of deliberation and decision making, though advisory in nature, are de facto decision makers. They are in charge of the central activity of governance of works, courses, buildings, library services, examinations, research and others. The Task Force, executive in nature, is also a team. Perspective Planning is evident in the future projections of the college to seek autonomy and Deemed University status, to promote

inter disciplinary studies, to establish a Department of Religion and Ethics and to revamp community living.

#### 7.1.3 Human Resource Planning and Management

Faculty are recruited on the basis of merit subject to state regulations. A subject-expert sits on each of the selection committees to ensure competence and merit in choice. Faculty development is sought to be achieved with the help of the UGC FIP scheme and refresher and orientation programmes of universities. Teacher and staff orientation to modern technology has been initiated. Research is encouraged.

#### 7.1.4 Performance Appraisal

Student appraisal of teacher performance is encouraged though not formally accomplished with analysis and follow-up.

#### 7.1.5 Staff Development Programmes

Teachers are facilitated with leave, equipment and some financial support to take advantage of staff development programmes. Training in IT and collaboration with other national bodies are also encouraged.

#### 7.1.6 Resource Mobilisation

The PTA, UBCHEA, AIACHE and alumni play a considerable role in supplementing the college's endeavour to develop infrastructure. Sponsored projects, and limited professional consultancy also contribute. The endowments created by alumni and their contribution to building projects deserve mention.

#### 7.1.7 Financial Management

The college being a grant-in-aid institution the fee structure is regulated by the government except in self funded programmes. The college makes an overall budget and each department enjoys the freedom to make its own budget, and allocation is made accordingly. The welfare of both teachers and the non-teaching staff is taken care of in the usual way and welfare funds earmarked for it and the contribution of the ICF support welfare activities. Planning is made for future expansion too. The involvement of the teaching community in the development of the college is attested by their fine gesture in contributing 1% of their monthly salaries towards college development.

### 7.2 **Areas which need Attention**

- 7.2.1 Democratic structure alone cannot ensure efficiency unless the functions they govern are made fruitful and effective. This cannot be ensured unless accountability is built into processes of governance. Reliance on self-appraisal may serve the democratic principle of self-improvement but it cannot work in the present context of efficiency-driven



systems. Performance appraisals made by stake holders, viz, students, employers, management, subject experts and the society can ensure that which self-appraisal cannot. Similarly, performance outcomes of students need more than a superficial judgement on the basis of examination results. Greater competencies of self-management of learning, and communication, may be set as norms to assess student performance. And this is exactly the basis of the CBCS which the college may adopt for the purpose.

#### 7.2.2 Resource Mobilisation

While it is justifiable to transfer knowledge and skills to rural communities on honorary consultancy, earnings legitimately made by offering professional consultancy to profit-making agencies are crucial to college development especially when public funds have shrunk.

### 7.3 Observation of the First Peer Team

The Peer Team for the first assessment has commended the democratic structure of governance and the attendant advantages of transparency and cohesiveness. It has also commended the perspective plan to increase the number of programmes. It has no adverse comment to make on this criterion, except for a passing observation on teachers' inability to get clearance from the government for their UGC-FIP proposals. If it is within the powers of the college to liaise with the government to clear the hurdle, this may be attended to.

### 8.1 Criterion VII: Healthy Practices

The college has several healthy practices which contribute to quality management. They cover general quality enhancement measures to invigorate academic programmes, democratize administration and governance, to offer value based education and to introduce the benefits of modern technology.

#### 8.1.1 Total Quality Management

Total Quality Management has been in operation during the last five years in a more dynamic way than before. The college has begun the exercise by rectifying the inadequacies and drawbacks pointed out by the first Peer Team. The development of infrastructure, the increase in programme options and the improvement of the qualifications of the faculty are just a few healthy practices in TQM. The establishment of the IQAC in 2004 is a crucial step in the direction of sustenance of quality

#### 8.1.2 Innovation

The enrichment of curriculum, the new IT orientation, the new areas of research and programmes such as bio-informatics and bio-technology and new additions to buildings are landmarks in the path of the new developmental activities. Specific innovative practices are : the creation of the database of alumni, the Public Access Catalogue



System, the practice of Open House to obtain feedback from parents on learner progress, the democratic 'Ministerial Governance' in hostels and the periodical observance of the Servants' Day.

#### 8.1.3 Value Based Education

Values are inherent in the choice and administration of courses, and also in the management's academic and administrative policies. The interests of special groups such as tribals, women and dalits are served. Though there is no exclusive course on values and ethics, the Friday talks on issues and ethical responses are value-based. The extension work of the college done through the Centre for Human Potential and Community Development (CHPCD) is another instance. All subjects have an indirect or hidden value orientation.

#### 8.1.4 Overall Learner Development

While sports and games offer the necessary physical training for healthy bodies and attitudes of mind, the cultural activities of students give them an aesthetic balance of emotions and thought. The residential system, originally planned by the college, but yet to be revived, holds the potential for achieving harmony in diversity. Another contact point with the world outside is opened to learners in extension activities in rural communities. Exposure to social realities reinforce the making of the whole responsible person.

#### 8.1.5 Social Responsibility and Citizenship Roles

The NSS, the NCC and their programmes have created opportunities for the inculcation of these values.

#### 8.1.6 Institutional Ambience and Initiatives

Turbulent though the political environment may be at times, when the campus is equally rocked, the general atmosphere is congenially academic in the college. The ecumenical backdrop, the democratic governance and concerns of service have given the institution its present ambience in which the work ethic of the college is preserved. Quality oriented work-ethic is manifest in adherence to schedules and the practice of discipline is evident in the absence of major disruptions of work and in examination results. Inclusive deliberations on academic matters as found in the Open House System, learner-friendly systems and people friendly dealings are commendable initiatives which emerge from healthy academic and administrative practices.

### 8.2 Areas that Need Attention

Several healthy practices may be generated in the areas of teacher student accountability, quality research, student involvement in the environment—geographical, social, academic and natural --, universalisation of education and global relevance.

## SECTION III

### 9.1 Overall Analysis

The overall performance of the college during the period after the first assessment by NAAC shows perceptible change for the better. Within constraints of the affiliating system, the curriculum has been enriched with more programme options. Research has become more active to improve the academic qualifications of faculty. Infrastructure has been developed with additional buildings and labs. The ambience of the college has been academically more vibrant holding promise for future development. The involvement of the whole college community including the management, alumni, parents, faculty and students is conspicuous in the progress. The college has been rated high in social perception; the Sankar Award for the best Special Grade College in Kerala, the recognition of it by the media as one of the best colleges in the state and the visit of the Parliamentary Committee in 2003 attest this.

#### 9.1.1 The Peer Team commends :

- the interpretation and dissemination of the specific goals and objectives reflected in appropriate enhancement of curriculum;
- efforts to start new postgraduate courses in frontier areas ;
- the dedicated involvement of teachers in further strengthening teaching-learning processes ;
- acquisition of higher qualifications by members of the faculty and their participation in national academic programmes;
- achieving recognition for 8 departments as research centres of M.G University;
- the appreciable number of research publications of the faculty in reputed national and international journals;
- construction of two commodious academic blocks and an auditorium;
- establishment of well-equipped PG labs to offer new courses and the augmentation of computer facilities;
- the notable performance of students in university exams. obtaining many ranks;
- relativity of students manifest in departmental manuscript magazines, newsletters and other co-curricular activities;
- the democratic participatory management practised through an effective committee system; and
- the leadership qualities of the Principal and the cohesive team of faculty in accomplishment of the visible growth of the institution.

#### 9.1.2 The Peer Team suggests:

- ❖ to consolidate the newly started programmes in order to enhance the quality of education;
- ❖ to formulate and structure the value education programme in order to ensure effectiveness;



- ❖ to create a reliable mechanism to obtain and use student feed-back on teacher performance and other campus experiences and to make appraisal of teacher performance more formal and effective;
- ❖ to evolve a feasible mechanism to seek research funding and to establish collaboration with other educational/research institutions and industries;
- ❖ to bestow attention on the proper upkeep of infrastructure and learning resources;
- ❖ to make it mandatory to ensure safety measures and good laboratory practices and to extend the working hours of the central library and the computer centre to enable freer access to internet and other facilities;
- ❖ to recruit qualified library assistants;
- ❖ to motivate students to make full use of the gymnasium and other facilities of sports and games ;
- ❖ to enhance participation of students and faculty in community related extension and outreach activities;
- ❖ to establish a placement cell for student career development, as recommended by the UGC; and
- ❖ to consider giving representation to non-teaching staff on the Governing Body of the college.

The Peer Team thanks the Principal, management, faculty, alumni, parents, students and the Co-Ordinator of the Steering Committee for the cooperation extended to them during the visit of the college.

**Signatures of the Peer Team Members :**

1. Prof. C.K. Kokate, Chairman

*C.K. Kokate*  
25.1.2005

2. Prof. Shakuntala Katre

*Shakuntala Katre*  
25.1.2005

3. Rev.Dr. Francis Soundararaj

*Francis Soundararaj*  
25.01.05

*I have gone through the report and agree with the observations therein.*

January 25, 2005



Signature of the Principal

(Dr. Raju K. John)

**PRINCIPAL**

UNION CHRISTIAN COLLEGE, ALUVA-2

*C.K. Kokate*





राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद  
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
*An Autonomous Institution of the University Grants Commission*


## Quality Profile

Name of the Institution : Union Christian College  
Place : Aluva, Kerala

Criterion	Weightage (W <sub>i</sub> )	Criterion Score (C <sub>i</sub> )
I. Curricular Aspects	100	80
II. Teaching-Learning and Evaluation	400	333
III. Research, Consultancy and Extension	50	39
IV. Infrastructure and Learning Resources	150	114
V. Student Support and Progression	100	83
VI. Organization and Management	100	85
VII. Healthy Practices	100	84
Total	ΣW <sub>i</sub> = 1000	ΣC <sub>i</sub> = 818

$$\text{Institutional Score} = \frac{\sum C_i}{\sum W_i} \times 100 = \frac{818}{1000} \times 100 = 81.8$$

Date : May 20, 2005

  
Director