



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
HENRY BAKER COLLEGE, MELUKAVU  
KOTTAYAM  
Kerala  
686652**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I:GENERAL INFORMATION**

1.Name & Address of the institution:	HENRY BAKER COLLEGE, MELUKAVU KOTTAYAM Kerala 686652	
2.Year of Establishment	1981	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	8	
Programmes/Course offered:	8	
Permanent Faculty Members:	19	
Permanent Support Staff:	9	
Students:	494	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. It provides education to marginalized and minorities students. 91% of the students are from marginalized and minorities. 2. 96 % class rooms are ICT enabled. 3. Excellent student-teacher ratio to pay individual attention.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 20-09-2021 To : 21-09-2021	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. GANGADHAR PANDA	Vice Chancellor,Kolhan University
Member Co-ordinator:	DR. AFTAB ALAM	Dean,Rama University
Member:	DR. RAJINDER SINGH	Principal,SANATAN DHARMA COLLEGE AMBALA CANTT
NAAC Co - ordinator:	DR. VINITA SAHU	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum delivery through a well planned and documented process</b>
1.1.2 QIM	<b>The institution adheres to the academic calendar including for the conduct of CIE</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Henry Baker College, Melukavu, is a 16-acre eco-friendly expansive campus set in a rural and tribal location. The college gives underprivileged and minority students a voice. The college offers six undergraduate and two graduate programmes. In addition, throughout the previous five years, the institution has offered 34 add-on/certificate programmes. The affiliating Mahatma Gandhi University, Kottayam, created the curriculum at the UG and PG levels, and the college is closely following to the University's curriculum. All UG and PG programmes at the college use Choice Based Credit Systems (CBCS). The academic schedule provided by the college guarantees optimal content delivery under the supervision of the Principal and the IQAC, a Master Time Table and Departmental Time Tables are produced in the beginning of the academic year to schedule time-bound execution of CIE, which includes different academic programmes, co-curricular and extra-curricular activities for students. Faculty members keep a teacher's Diary to keep track of lessons, leave taken, and programmes presented. A progress report of students is prepared by the class teachers and signed by the parents. The College also organizes orientation course for the fresher students. For the effective curriculum delivery, subject wise bridges courses at the beginning of academic year are also conducted for the students. 07 teachers are members of BOS and Academic Council of University and autonomous colleges. 61.5 % students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years.

As a result, it is observed that 24.7 % students exposed to experiential learning through project work/field work/internships during the session 2019-20. The various experiential learning activities like Exhibitions, Film Shows, Industrial/Field Visits, Study Tours, Heritage Walk, etc. are organized for the students to provide practical knowledge to the students. The internal examinations are conducted in a centralized manner by the Internal Examination Cell, headed by the coordinator.

Apart from it, there are number of courses in the regular curriculum which address cross-cutting issues like professional ethics, gender, human values, environment and sustainability. In addition to this, the college organizes various sensitization Programmes on these issues. The courses on Environment Studies and Human Rights are incorporated into the curriculum as compulsory courses for all the UG programmes. The college is

also promoting Environmental Consciousness and Sustainability through programmes like Swachh *Bharat* Abhiyan, *Pachathuruthu* scheme, *Beat Plastic Pollution*, etc.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	<b>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b>
2.3.2 QIM	<b>Teachers use ICT enabled tools for effective teaching-learning process.</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b>
2.5.2 QIM	<b>Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.</b>
2.6.2 QIM	<b>Attainment of programme outcomes and course outcomes are evaluated by the institution.</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The admission in various programmes is done on the merit basis as per rules laid down by Mahatma Gandhi University following prescribed reservation policies. The college initiates the academic sessions by conducting orientation programmes for the students as well as parents. Advanced and Slow Learners are identified and categorized by each department on the basis of marks of previous classes, entry level exam and one-to-one-counseling during the bridge course and internal evaluation. Special attention is given to slow learners by arranging remedial coaching and Peer Teaching whereas advanced learners are encouraged to participate in Massive Online Open Courses, Student centric activities like Oral history archives, invited talks and seminars, visit to centers of academic excellence, intercollegiate fests, various club activities etc. are conducted for the students. There are 10 teachers with Ph. D, 01 teacher with M.Phil. degree and 29 teachers are having postgraduate degree. The faculties having only postgraduate degree may be encouraged to pursue part-time doctoral degree. Teachers follow blended teaching-learning strategy. Most of the class rooms are ICT enabled which foster opportunities for blended learning.

To facilitate the teaching learning process, teachers use LMS Moodle, Google Classroom, Edmodo and HBC YouTube Channel, online Quizzes and Google forms for curriculum delivery and assessment process. The College strictly adheres to the prescribed guidelines of the Mahatma Gandhi University with regard to internal assessment evaluation. In addition to the Evaluation process framed by the affiliating University, college has its own Evaluation process.as well.

The evaluation of the student at the Institutional level is done by monitoring his attendance, performance in monthly tests, internal examinations and assignments. Internal examinations as per university pattern are held centrally and are conducted by Internal Examination Cell headed by a Coordinator. Online recording of attendance is implemented with the help of software Total Campus Solutions (TCS).

The students are given provision to verify the internal marks and the verified marks are uploaded to the university website within the stipulated time after the three-tier process of verification at the faculty, departmental head and Principal levels.

The College takes effective measures in identifying and resolving the difficulties and grievances faced by the students related to examination with an effective mechanism. A Grievance redressal mechanism is implemented in the college to address the grievances of students at department level, college level and University level. Each department in the College prepares Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (CO) in accordance with the prescribed syllabi and general outline published by the Mahatma Gandhi University, Kottayam. POs, PSOs and COs of all the UG and PG programmes offered by the College, and same are being communicated through website portal or Email etc., College Calendar or departmental notice boards. Attainment of PO and CO is made possible by *immediate techniques* such as tests, seminars, field trips and viva & *Circuitous techniques* such as feedback collected in structured format from the students. There is a need to make detail analysis of attainment of Program outcomes, program specific outcomes and course outcomes to improve teaching learning process

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	<b>Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</b>
3.5	Collaboration

#### Qualitative analysis of Criterion 3

One teacher is recognised as research guide and only one project is there, funded by the government / non-government agency. The institution has received a grant of Rs. 2 lacs only from government agency during the last five years. 32 research papers have been published by the faculty members in the journals notified on UGC website. Teachers have also contributed in books, chapters in books and papers in the proceeding of national and international conferences. 17 workshops/seminars were conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years. The institution is making an effort to create an eco system for innovation to create and transfer the knowledge. However, the College needs to establish incubation centre to encourage students for entrepreneurship awareness Programme in surrounding areas. The College by geographically located at eco-friendly environment. The College has made one collaboration with industry to promote research, Faculty exchange, Student exchange internship, etc. and 13 functional MoUs with institutions of National/ International importance, Industries, Corporate houses etc. during the last five years. The institution reaches the community through various awareness programmes like anti-drug and anti- tobacco awareness rallies, organ donation proclamation rally, green initiatives like HBC Cloud and *Pathumaram padhathi*, flood relief activities, etc. 116 extension and outreach Programs were conducted by the college in collaboration with Industry, Community and Non-Government Organizations through NSS. All the students have participated in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years. 02 awards and recognition have been received by the institution for extension activities from Government/Government recognised bodies. The institution needs to make more collaboration with industries for research/Faculty exchange/ Student exchange/ internship, etc. The state of research and innovation in the college needs improvement. Non-Ph.D. teachers may be encouraged and facilitated to enrol for Ph.D. and pursue doctoral degree. Teachers with Ph.D.s should be motivated to take receive research grants from various government agencies and industries. The University should encourage such teachers having PhD to become PhD supervisors,Co-supervisors

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.</b>
4.1.2 QIM	<b>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS)</b>
4.3	IT Infrastructure
4.3.1 QIM	<b>Institution frequently updates its IT facilities including Wi-Fi</b>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<b>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</b>

#### Qualitative analysis of Criterion 4

The college has 23 ICT- enabled classrooms, 02 laboratories, air conditioned auditorium of 137 seating capacity, a seminar hall equipped with audio-video facility, computer lab equipped with 32 computers and a UGC Network resource centre equipped with 20 computers. . The institution has Sports ground with four tracks of hundred-meters, clay court for volleyball, a multipurpose indoor ground with wooden flooring for indoor games like shuttle badminton and table tennis, a health club cum gymnasium for wrestlers and weight lifters. The college has Wi-fi campus with broadband connections of 100 Mbps speed. The college campus is under CCTV surveillance. The library is fully automated with KOHA version 19 and has a collection of 16002 text books, 551 reference books, 12 subscribed journals, 24 magazines and 11 newspapers. The reprographic facility is available for the students during all working hours. Other facilities of the library include digital library, access to E journals, a book shelf relating to tribal studies and history of Melukavu and Henry Baker collection (19th century). Five desktops are provided exclusively for digital library. The students can have access to electronic journals and electronic books through digital library. The percentage per day usage of library by teachers and students is 8.24 %.

The college is an authorized testing centre of Microsoft office specialist CERTPORT. There is a registered co-operative store in the campus. The campus is differently-abled friendly with ramps to access the library and classrooms and a special toilet with wheelchair access. The systems and procedures for maintaining and utilizing physical, academic and support facilities are satisfactory



Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	<b>Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)</b>
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

The average percentage of students benefited by scholarships, free ships, etc. provided by the Institution is 3.5 %. The college is running various capability enhancement schemes for competitive examinations, career counselling, language lab, remedial coaching, soft skill development, etc. 11.31 % students got placement through placement cell and 88.71 % students progressed to higher education during the last five years. 23.08 % students were benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years. 11 awards won by the students for outstanding performance in sports/cultural activities at national / international level. The students participated in 62 sports and cultural activities/competitions during the last five years. The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. Facility of online grievance submission is also available on the website. The college has a Student Council elected through the parliamentary mode as stipulated by Lyngdoh Commission and guidelines of Mahatma Gandhi University, Kottayam. The college has involved students in various committees like IQAC, Anti Narcotic Cell, Anti Ragging Cell, Discipline Committee, Sports Committee, etc. The college has Henry Baker College Association registered under the *Societies' Registration Act*. The alumni members contribute by sharing their knowledge through extra classes

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance of the institution is reflective of and in tune with the vision and mission of the institution</b>
6.1.2 QIM	<b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional Strategic / Perspective plan is effectively deployed</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures for teaching and non-teaching staff</b>
6.3.5 QIM	<b>Institutions Performance Appraisal System for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution conducts internal and external financial audits regularly</b>
6.4.3 QIM	<b>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</b>
6.5.2 QIM	<b>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</b>  <b>( For first cycle - Incremental improvements made for the preceding five years with regard to quality</b>  <b>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )</b>

#### Qualitative analysis of Criterion 6

The Institution has well defined vision and mission. The Mission of the institution is in tune with its vision where the institution strives to impart quality higher education to the students of all communities. A Strategic Plan is prepared for every three years under the supervision of a Strategic Plan Committee constituted by the Staff Council. Organizational structure mentioned is Manager of the College, the College Governing Body, the Principal, Staff Council, IQAC and various statutory and non-statutory committees. The College Governing Body, Staff Council and IQAC in consultation with the departments and various bodies chalk out the strategic plan and policies. The leadership role in various institutional practices such as decentralization is not clear from the report. Decentralization and participative management may be encouraged in different areas. The functions of various bodies, service rules, recruitment and promotion policies require to be documented. More subcommittees suggested for smooth functioning of administration. The functioning of the institutional bodies may be more effective and efficient. The college has implemented e-governance in

different areas like administration, finance and accounts, student admission and examination. During the last five years, the college has organised 26 professional development/ administrative training programs for teaching and non-teaching Staff Approx. 9.13 % teachers participated in online/ face-to-face Faculty Development Programmes (FDPs) during the last five years. More faculty members to be encouraged to participate in FDPs. The Institution has a systematic approach to performance appraisal of both teaching and non-teaching staff. The college follows the Performance Appraisal System as per UGC guidelines. The Institution conducts internal and external financial audits regularly. The college may also conduct Internal and external Administrative and Academic Audit. Institutional strategies for mobilization of funds and the optimal utilization of resources need to be more systematic. IQAC needs to be strengthened. IQAC may take more initiatives for the promotion and sustenance of quality culture.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Measures initiated by the Institution for the promotion of gender equity during the last five years.</b>
7.1.3 QIM	<b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.8 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</b>
7.1.9 QIM	<b>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).</b>
7.1.11 QIM	<b>Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

#### Qualitative analysis of Criterion 7

The college promotes gender equity and sensitivity through various gender equity promotion programmes. The College ensures gender sensitivity by providing equal opportunities to girls students in all academic aspects. The safety of girls' students is ensured by Security Personnel, CCTV cameras and regulated entry into the campus after checking the ID Cards. The college has Internal Complaints Committee and Anti-Sexual Harassment Cell which monitors the safety and security of the girls students.

The college has 25 kilo watt solar Energy system and also has constituted Anti-ragging Committees to redress the problems faced by the individual students. The college provides three common rooms for girls with Sick Bed, First Aid Box, Sanitary Napkin kiosk and special toilet for differently-abled girl students. The institution has installed solar lamps and has replaced all lighting fixtures with LED lights. Bio-degradable materials are collected separately and disposed of in pits earmarked for the purpose. The college collects plastic waste from nearby villages and tourist spots periodically. The plastic waste thus collected is safely crushed and handed over to centers where it is recycled. The college has plastic crusher unit for this purpose. Quality audits on environment and energy are regularly undertaken by the Institution. For the promotion of Human values and professional ethics, the institution conducts various activities.

The Institute organises commemorative days of great personalities like Mahatma Gandhi, Pandit Jawaharlal Nehru, Dr. S Radhakrishnan, Lal Bahadur Shastri, Sardar Vallabhbhai Patel Constitutional day etc. and

celebrates national festivals like the Independence Day and the Republic Day. More initiatives may be taken to provide inclusive environment. The College has best practices in the form of i) Tribal empowerment initiatives. ii) Environmental Preservation Initiatives.

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**Section III: OVERALL ANALYSIS** based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

**Strength:**

1. Technically good infrastructure with 96 % ICT enabled class rooms.
2. Fully Automated Library
3. 100 % programmes with Choice Based Credit System (CBCS).
4. Recording facility to create e-content
5. It provides education to marginalized and minorities.
6. Excellent student-teacher ratio to pay individual attention

**Weaknesses:**

1. Limited UG and PG programmes
2. Limited MoUs and linkages with Industry and academic centres.
3. Lack of Boys hostel facility
4. Lack of research grants from funding agencies
5. Limited job-oriented programmes
6. Shortage of Permanent Faculty

**Opportunities:**

1. It has the opportunities for introduction of industry oriented UG/PG programmes.
2. Possibility to get funds from UGC, ICSSR and other research funding agencies
3. Opportunity to be elevated as a Tribal Research Centre making an Autonomous College leading to Private Tribal University.
4. Opportunity to enhance research output
5. It has ample possibilities to undertake innovative and incubation centres for entrepreneurship and developmental programmes

**Challenges:**

1. Empowerment of students from rural and tribal areas
2. Low student intake
3. Mobilization of Financial resources
4. To reduce drop out ratio of students especially girls and tribal students

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- • Industry and need based UG and PG programmes may be started
- • More job oriented new courses may be introduced
- • More Add-on and certificate courses may be started with special emphasis on communication skills and computer literacy among the students
- • More community oriented developmental programs be started
- • Establishing innovation and incubation centres is also suggested to encourage students for entrepreneurship.
- • The college should organize special programmes for advanced learners
- • Teachers should be encouraged for taking research grant from various government agencies and industries
- • More professional development/administrative training programs should be organized for teaching and non-teaching staff.
- • IQAC needs to be strengthened and take more initiatives for the promotion and sustenance of quality culture
- • Boys Hostel facilities may be provided for the students

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. GANGADHAR PANDA	Chairperson	
2	DR. AFTAB ALAM	Member Co-ordinator	
3	DR. RAJINDER SINGH	Member	
4	DR. VINITA SAHU	NAAC Co - ordinator	

Place

Date

NAAC