1Q1NjY0ODgyYWIyNTc4YzIiM2EzYzI4MjM0ZjNjMDE1OTk4MmJkZjUxNmZiNDc1NmU0NzgwMDImMiIsInRhZyI6IiJ9)

INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle -3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
B. H. COLLEGE
C-17325
Assam
HOWLY
781316

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:	B. H. COLLEGE HOWLY Assam 781316
2. Year of Establishment	1966

3. Current Academic Activities at

   the Institution(Numbers):

- Faculties/Schools: 4

- Departments/Centres: 22

- Programmes/Course
  offered: 25

- Permanent Faculty
  Members: 80

- Permanent Support Staff: 26

- Students: 3587

4. Three major features in the

   institutional Context
   (As perceived by the Peer Team):

1. Students are admitted against all the sanctioned intake. .
2. Offering quality education to students from the underprivileged sections.
3. Accessibility to the college for all rural students specially the girl students.

5. Dates of visit of the Peer Team

   (A detailed visit schedule may be

   included as Annexure):

Visit Date From : 03-01-2025
Visit Date To : 04-01-2025

6. Composition of Peer Team which undertook the on site visit:

	Name	Designation & Organisation Name
Chairperson	DR. RAKESH GUPTA	Vice Chancellor,Maharaja Agrasen University
Member Co-ordinator:	MR. RAMU NARASE GOWDA	Former Professor,Adichunchanagiri University
Member:	DR. RAVI CHANDRA KUMAR T C	Principal,SRI A B R GOVERNMENT DEGREE COLLEGE
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 and Metrics)

Criterion 1 - Curricular Aspects
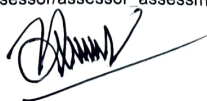**(Key Indicator and Qualitative Metrices(QIM) in Criterion 1)**

1.1   Curricular Planning and Implementation

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

1.1.1 QIM

B.H. College, Howly, affiliated with Gauhati University, upholds the university's academic framework, including the Choice Based Credit System (CBCS) and the Four Year Undergraduate Programme (FYUGP) under the New Education Policy. The college emphasizes meticulous planning and outcome-based education (OBE) to ensure effective curriculum delivery. It offers undergraduate and postgraduate programs in various disciplines, along with skill-based certificate courses introduced in 2022-23 to enhance employability. The college's academic activities are governed by an Annual Academic Calendar, synchronized with the university's schedule. Each department prepares and displays detailed teaching plans. Curriculum delivery is supported by a Learning Management System (LMS) and ICT tools, fostering a student-centric learning environment through seminars, workshops. Internal Quality Assurance Cell (IQAC) reviews curriculum implementation, conducts assessments, and obtains feedback from stakeholders to improve the processes. A transparent examination system includes internal assessments and semester exams, with prompt evaluation and feedback. The BBA program, launched in 2010, caters to rural students, while postgraduate courses in Commerce, Assamese, and Education extend higher education opportunities.

1.3   Curriculum Enrichment

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum
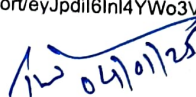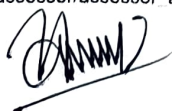
1.3.1

QIM

B.H. College, integrated cross-cutting issues such as gender sensitivity, environmental sustainability, human values, and professional ethics into its curriculum and co-curricular activities. The curriculum includes courses that address cross-cutting issues, such as Environmental Studies, which focuses on climate change, biodiversity, and sustainable development. The college promotes environmental sustainability through waste management systems and clean campus initiatives. Activities like campus cleaning, Swachh Bharat Abhiyan participation, and expert talks further nurture environmental awareness. Gender sensitivity is fostered through events such as debates, drama, and expert lectures on health, hygiene, and sexual harassment laws. Female students are encouraged to join NCC and NSS to develop life skills and confidence. The institution-wide promotion of gender issues creates a supportive environment. Human values and professional ethics are embedded in courses across disciplines. A strict code of conduct and faculty mentoring further reinforce ethical behavior. Through outreach activities, value-added courses, and counseling, B.H. College instills empathy, social responsibility, and ethical foundation in its students.

Qualitative analysis of Criterion 1

B.H. College, Howly, affiliated with Gauhati University, follows the university's curriculum, academic calendar, and program structure. In 2019, it adopted the Choice Based Credit System (CBCS) and later it introduced Four Year Undergraduate Programme (FYUGP) in alignment with the New Education Policy. The college emphasizes effective curriculum delivery, supported by skill-based certificate courses, and offers Post Graduate Programs in Commerce, Assamese, and Education. The Internal Quality Assurance Cell (IQAC) ensures that departmental syllabi and academic plans are reviewed annually. Curriculum delivery is enhanced through student-centric activities like quizzes, seminars, and study tours. B.H. College integrates cross-cutting issues like Gender, Environment, Sustainability, and Professional Ethics into its curriculum. Gender sensitivity is promoted through events and awareness programs, while human values and professional ethics are emphasized through specific courses and student activities, including blood donation camps and mentorship programs. It collects feedback from various stakeholders.

Criterion 2 - Teaching-learning and Evaluation
(Key Indicator and Qualitative Metrices(QIM) in Criterion 2)

2.3   Teaching- Learning Process

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

2.3.1 QIM

The College prioritizes student-centric learning by fostering autonomy and catering to individual interests and skills. Various initiatives have been implemented to make the teaching-learning process participative, experiential, and technology-driven. Field trips, industrial visits, and excursions provide practical exposure across disciplines, while seminars, project work, and skill-based add-on courses enhance experiential learning and career readiness. Participative learning is further encouraged through activities like debates and group discussions. Laboratory-based problem-solving and innovative projects are integrated to develop creativity and analytical skills. The institution supports blended learning through ICT-enabled tools, including 21 ICT-based classrooms, 2 smart classrooms, and a Learning Management System (LMS) that hosts class materials, assignments, and evaluations. Wi-Fi access and online platforms like N-LIST, DELNET, and SWAYAM provide extensive library e-resources, enabling access to over 199,500 e-books and 6,000 e-journals. Membership in the National Digital Library of India (NDLI) further broadens digital access for students. Through these comprehensive measures, B.H. College creates an engaging, technology-enhanced academic environment, empowering students with the skills and knowledge essential for their personal and professional growth.

2.5   Evaluation Process and Reforms

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

2.5.1 QIM

B.H. College, Howly, has been following a transparent and efficient examination system to ensure fair and accurate internal and external evaluations. The system is overseen by a permanent Examination Board, which manages notifications, assessments, and adherence to guidelines. Students are informed about the evaluation process through multiple channels, including the college website, prospectus, and notice boards. Under the FYUGP system, 40% of marks are allocated to internal assessments, which include sessional exams, assignments, and attendance, while 60% are reserved for semester-end exams conducted as per university regulations. During the pandemic, attendance requirements were temporarily waived. The college conducts semester-end exams under strict monitoring by a Central Committee. B.H. College also serves as an Evaluation Zone for on-the-spot assessment of answer scripts, earning recognition from the university and stakeholders. A grievance redressal mechanism operates at departmental, institutional, and university levels to address student concerns. Complaints related to re-evaluations are resolved promptly, with provisions for re-examinations and re-evaluations. This comprehensive system ensures fairness, accountability, and continuous improvement in the examination process.

2.6 Student Performance and Learning Outcomes

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

2.6.1
QIM

College is offering 25 undergraduate programs across Arts, Science, Commerce, and Management streams, alongside three postgraduate programs. Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are meticulously designed following Bloom's Taxonomy principles and are clearly communicated to all stakeholders via the college website, department notice boards, and orientation programs. The college emphasizes holistic student development by embedding critical thinking, communication, leadership, digital literacy, ethical awareness, and multicultural sensitivity into its learning outcomes. Induction and orientation programs are conducted at the start of each semester to familiarize students with POs, PSOs, and COs, while counseling through the Students' Help Desk provides additional guidance. Faculty members ensure alignment of teaching strategies with defined outcomes and incorporate these into classroom discussions and co-curricular activities. The Internal Quality Assurance Cell (IQAC) continuously evaluates stakeholder feedback to improve the effectiveness of outcomes. The college prospectus, published annually, further informs students about programs and expectations. Through these mechanisms, B.H. College ensures that students are well-informed and equipped to achieve desired academic and professional goals.
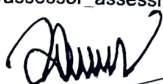
Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

2.6.2
QIM

B.H. College, Howly, measures and ensures the attainment of Course Outcomes (COs) and Program Outcomes (POs) through a structured process. The assessment framework integrates direct and indirect evaluation methods to monitor academic performance and learning effectiveness. Direct assessments include internal tests, assignments, and semester-end examinations. These evaluations align with the predefined COs and POs, ensuring that the objectives are met across all courses and programs. Indirect assessments are carried out through student feedback, alumni surveys, and employer inputs. This feedback helps evaluate the practical application of skills, employability, and the overall impact of the programs. The data collected is analyzed to identify areas for improvement.

Qualitative analysis of Criterion 2

Student enrolment in the college is good. A total of 74 full time faculty members (41 with Ph.D.). The college demonstrates commitment to student-centric learning through comprehensive initiatives that align with academic, practical, and digital advancements. It has Smart classrooms, and library e-resources to enable blended learning. Wi-Fi and ICT access enhance accessibility for teachers and students. Transparent internal and external evaluation systems, supported by an effective grievance redressal process at departmental, institutional, and university levels. Prompt feedback on internal assessments and adherence to university guidelines ensures accountability. Clear articulation of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) through orientations, the website, and counseling sessions. Overall, the college fosters critical thinking, teamwork, and ethical awareness, supported by innovative pedagogy, effective assessments, and digital resources. College has to pay more attention while calculating course attainment calculation. These initiatives ensure holistic student development and future readiness.

Criterion 3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrices(QIM) in Criterion 3)

3.2   *Innovation Ecosystem*

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

3.2.1
QIM

B.H. College integrates the Indian Knowledge System (IKS) into its teaching and learning framework, blending ancient wisdom with modern education to foster holistic student development. This approach emphasizes cultural enrichment, practical application, and global competence. The college organizes workshops on folk music, drama, and dance, showcasing traditional arts. A value-added course on performing arts, in collaboration with KAV, further emphasizes IKS in college events. Experiential learning is prioritized through project-based approaches, industrial visits, and interaction programs with entrepreneurs. Add-on certificate courses, such as Small Entrepreneurship Development, Bakery and Confectionery, and Makeup and Hair Styling, equip students with practical skills for employability and entrepreneurship. The college fosters global awareness through programs addressing climate change, human rights, and sustainable development. It integrates global perspectives into the curriculum, promotes cultural interaction, and provides English-language courses. Technological tools and a Central Instrumentation Centre enhance experiential learning and global engagement.

3.4   Extension Activities

3.4.1 QIM

B.H. College demonstrates its social commitment through various extension activities aimed at empowering neighboring communities, especially marginalized groups. These initiatives bridge the gap between the institution and surrounding areas, promoting awareness of social, health, and environmental issues. The college's College-Local Community Partnership includes health check-up camps, legal awareness sessions, road safety awareness, and initiatives like the "Spit Free India Mission" and the "Fit India Freedom Run." It also organizes competitions, promotes national integration, and conducts awareness programs on issues such as vigilance, book reading, and balanced diets. To support the marginalized, the college offers financial assistance for medical treatments, aids the poor during the nationwide lockdown, and actively participates in the Unnat Bharat Abhiyan. Additionally, flood relief efforts include contributions to the CM Disaster Management Fund and health camps for flood victims. Environmental conservation is prioritized through campus cleanliness, water conservation. The establishment of an eco-museum for preserving regional orchids and social forestry initiatives in collaboration with the Assam Forest Department reflect the college's commitment to sustainable development.

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

3.4.2 QIM

B.H. College's dedication to community outreach and societal engagement has garnered numerousawards and recognitions, underscoring its role in promoting social, environmental, and health initiatives alongside academic excellence. The college has been consistently recognized for its impactful contributions during the 3rd cycle of assessment. In 2022, College received a Certificate of Recognition from the Department of Health and Family Welfare, Government of Assam, for its active involvement in health-related awareness programs and community service. In 2023, the college earned Certificates of Appreciation from the Marwari Yuba Manch, Barpeta Road Branch, and both the Barpeta Road and Howly Municipal Boards for its collaboration in social welfare activities, urban development, and civic responsibility. These acknowledgements reflect the institution's commitment to public welfare and community-centric initiatives. In 2024, the Department of Forest and Environment, Government of Assam, recognized the college for its significant contributions to environmental conservation, including tree plantation drives and wildlife protection efforts. These awards highlight B.H. College's partnerships with government bodies and NGOs and its deep investment in the welfare of its community. Through these sustained efforts, the college has solidified its reputation as a socially responsible institution.
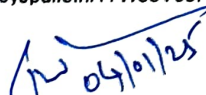
Qualitative analysis of Criterion 3

The college has undertaken several commendable initiatives for research promotion, and community engagement. Faculty members have been actively encouraged to pursue research through the provision of fellowships, fostering a vibrant academic environment. The introduction of certificate courses in Bakery & Confectionary and Hairstyling & Makeup is a noteworthy step towards promoting small-scale entrepreneurship and equipping students with practical skills.

The central instrumentation facility has strengthened research capabilities, supporting both faculty and students in their academic pursuits. Community engagement has been an integral aspect of the college's activities. Through the efforts of NSS, NCC, and other support cells, impactful extension activities have been conducted in the neighbourhood.

The college has signed 22 MoUs. These efforts collectively underscore the institution's holistic approach to education, research, and societal contribution, positioning it as a forward-thinking and dynamic educational institution.

Criterion 4 - Infrastructure and Learning Resources
(Key Indicator and Qualitative Metrices(QIM) in Criterion 4)

4.1   *Physical Facilities*

4.1.1   The Institution has adequate infrastructure and other
QIM   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
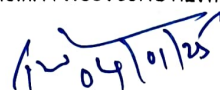(Describe the adequacy of facilities in maximum of 500
words.)

B.H. College, located in a rural area spanning 52 Bighas, offers well-equipped infrastructure to facilitate a dynamic teaching-learning environment. The college campus, covering approximately 1,36,461 square feet, includes residential facilities like two girls' hostels, one boys' hostel, a guest house, and the residences of the principal and hostel superintendents. The academic infrastructure consists of 66 classrooms, including 2 smart classrooms and 21 ICT-enabled classrooms, all equipped with Wi-Fi, interactive panels, and projectors. The college maintains state-of-the-art laboratory facilities in departments like Zoology, Botany, Chemistry, and Physics, alongside a Language Lab and a Cultural Museum. The campus also offers an e-resource centre with internet connectivity, two computer labs with 40 computers, and necessary software like Sage Math, Latex, Mathematica, and SPSS. The Centre for Sports and Physical Education oversees sports activities, with facilities including a spacious playground, separate courts for basketball, volleyball, and kabaddi, and a well-equipped indoor stadium. Additionally, the college has a gymnasium, unisex open gym, and a Yoga Centre. Cultural activities are facilitated through the Cultural Cell, providing musical instruments, professional training, and an auditorium for performances. The college supports various cultural workshops and competitions, fostering holistic student development.

4.2   *Library as a Learning Resource*

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

4.2.1 QIM

The Central Library of B.H. College, located in the southern part of the campus, spans 3600 sq. ft. across three stories. It is designed to accommodate 150 readers in its spacious reading room and features an e-resource corner with 10 internet-connected computers. The library houses a vast collection, including 51,545 textbooks, 505 reference books, 9 print journals, 8 newspapers, and 15 magazines. Additionally, it provides access to extensive e-resources through platforms like N-LIST, DELNET, e-pathshala, SWAYAM, and NDLI, offering over 1,99,500 e-books and 6,000 e-journals. The library is fully automated with the KOHA Integrated Library Management Software, and users can access the Online Public Access Catalogue (OPAC) for easy resource tracking. The library also manages a PG Commerce Library with 6,013 books and a spacious reading hall. Special collections include 20 rare historical manuscripts and 61 books on Dr. Bhupen Hazarika. A Village Library serves the neighboring community, run by student volunteers. The library offers services like computerized issue/return, reprography, remote access to digitized materials, and orientation programs. Security is reinforced with CCTV surveillance. Additional services include QR codes, social media engagement, and a "Best Reader" award, ensuring an enriched learning environment for students and the community.

4.3   IT Infrastructure

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

4.3.1 QIM

B.H. College has effectively integrated Information and Communication Technology (ICT) into both its academic and administrative functions, aiming for the full automation of its processes. This integration enhances convenience and transparency in admission, administrative, and academic workflows. The teaching-learning environment is augmented with modern ICT tools, including 2 smart classrooms and 20 well-equipped classrooms with interactive panels, projectors, and internet connectivity. Software like Sage Math, SPSS, R programming, and Mathematica are used in various disciplines. The college offers robust technological infrastructure, including 128 computers, a computer lab with Wi-Fi facilities, and a seminar hall with video conferencing capabilities. The entire campus is Wi-Fi enabled, with 17 internet connections offering speeds upto 200 Mbps. A Learning Management System (LMS) has been introduced, allowing students to attend online classes, access study materials, and participate in assessments through an integrated portal. The college also uses Enterprise Resource Planning (ERP) software for managing student data, online admissions, payments, and financial operations. The central library is automated with the KOHA Integrated Library Management Software, offering cloud-based access to e-resources and a digital repository of academic materials. Additionally, biometric attendance systems and CCTV surveillance ensure security and accountability on campus.

Qualitative analysis of Criterion 4

The college provides a range of well-maintained infrastructure and facilities to support academic, residential, and extracurricular activities. Residential facilities include one boys' hostel, two girls' hostels, a guest house, and residences for the principal and hostel superintendents, ensuring comprehensive accommodation provisions. Academically, the institution has 66 classrooms, with two smart classrooms and 21 ICT-enabled classrooms, enhancing the learning environment.

The campus also boasts extensive sports and physical education facilities, including a 7,500 sq. ft. center with basketball, volleyball, and kabaddi courts, an indoor stadium for table tennis, shuttle, and other indoor games, as well as a gymnasium, yoga center, and a musical instruments center. The library's e-resource center, with 10 desktops, provides access to digital resources through NList and NDLI.

As an extension activity, the college practices a 'village library' initiative to promote reading habits among children in the neighboring village, reflecting its commitment to community engagement.

Criterion 5 - Student Support and Progression
(Key Indicator and Qualitative Metrices(QIM) in Criterion 5)

5.4   Alumni Engagement

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

5.4.1 QIM

The B.H. College Alumni Association has demonstrated remarkable dedication to preserving the legacy of its founder, Principal S.N. Das, through various initiatives. In honor of his contributions, a commemorative volume featuring articles by alumni was published, and a full-size bronze statue of him has been installed on campus, partially funded by alumni donations. To further support academic research, the association has established the S.N. Das Memorial Research Fund, which provides stipends to young researchers at B.H. College. The Alumni Association also sponsors several merit awards to recognize exceptional students at the college. In memory of his late grandmother, Narbada Choudhury, Shri Suresh Choudhury, the current president of the association, donated a bookshelf to the college library. The Alumni Association actively maintains a permanent bank account with contributions from ex-students, with a current balance of Rs. 5,00,000 in the SBI Simlaguri Branch. Future plans include constructing an Alumni House to further strengthen the bond between the alumni and the institution, with continued contributions from alumni members. These initiatives reflect the strong and enduring connection between the alumni and the college, highlighting their ongoing commitment to enhancing academic research, student success, and the overall development of the institution.

Qualitative analysis of Criterion 5

The college is dedicated to fostering the overall development of its students, recognizing that their success is integral to the institution's reputation and social standing. To achieve its vision of providing a holistic education, the college offers a diverse range of extracurricular and curricular activities. Capacity-building programs are organized to enhance students' soft skills, language and communication abilities, life skills (including yoga, physical fitness, and health), and ICT/Computing skills. Between 2019 and 2024, 70% of the students benefited from government and non-government scholarships, with a total of 10,855 students receiving financial assistance under various schemes. The college strictly adheres to the government's reservation policy to ensure inclusive access for SC/ST/OBC/OEC/Divyangjan, and minority students. The institution has established a robust grievance redressal mechanism, both online and offline, to address student concerns. An Internal Complaints Committee handles cases of sexual harassment, and the Anti-Ragging Committee ensures a safe, ragging-free campus environment.

Criterion 6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrices(QIM) in Criterion 6)

6.1   Institutional Vision and Leadership

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.
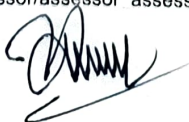
6.1.1 QIM

B.H. College, one among HEIs in Lower Assam, was established in 1966. Guided by its motto, "Tamasoma Jyotirgomaya" ("Lead me from darkness to light"), the institution is dedicated to imparting quality education to the region's students. The college operates through democratic and participatory governance. Its Governing Body (GB), formed as per Assam government norms, oversees development activities. The Principal, as the GB Secretary, collaborates with the President, teachers, staff, guardians, and university representatives to implement policies. B.H. College emphasizes both short-term and long-term development goals, including infrastructure upgrades, grant applications, national and international recognition, hostel construction, and the integration of innovative teaching methods like ICT. Academic collaborations, events, and alignment with the National Education Policy (NEP) further enhance the institution's mission. A decentralized management approach is central to the college's operations, with committees overseeing academic, research, and co-curricular activities. The Principal, Vice-Principal, IQAC, HODs, librarian, and faculty play proactive roles. Teachers contribute to decision-making processes and engage in various committees such as Academic, Examination, Admission, and Research Cell. They also lead cultural, social, and environmental initiatives, including maintaining a rural library and supporting neighboring communities.

6.2   *Strategy Development and Deployment*

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

6.2.1 QIM

B.H. College adopted a strategic planning and deployment document in 2017, guided by recommendations from the NAAC peer team during the second accreditation cycle. This document reflects inputs from all stakeholders, emphasizing excellence across teaching, learning, research, administration, and services. Regular audits, interactive meetings, and adherence to standardized procedures ensure alignment with the institution's quality policies. The college has achieved several milestones since the implementation of the plan- Postgraduate programs in Assamese and Education (2018), Construction of a girls' hostel with a 75-student capacity (2019), Establishment of a computer lab (2022) and the introduction of 22 skill-based certificate courses (2022-24), Online teaching modules and a dedicated LMS for assessment and evaluation (2019-20), Installation of interactive panels in 16 classrooms and a language research laboratory and Library automation with Integrated Library Management System (ILMS).

The Governing Body (G.B.) spearheads governance, overseeing infrastructure development, policy implementation, and institutional values. The IQAC ensures quality, while committees like the Academic Committee, Research Committee, and Student Support Cells play crucial roles in operations.

B.H. College demonstrates a commitment to its vision through strategic planning, innovative initiatives, and inclusive governance, fostering academic excellence, environmental sustainability, and societal contributions.
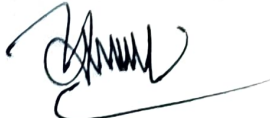
6.3   *Faculty Empowerment Strategies*

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

6.3.1 QIM

B.H. College has implemented an array of welfare schemes to support its teaching and non-teaching staff. Notable initiatives include educational benefits such as fee concessions for staff children, financial assistance for economically weaker staff, and career progression incentives like research grants and support for attending academic events. The provision of computers, dedicated research spaces, and digital training reflects the institution's focus on integrating technology. Financially, the college offers a Cooperative Thrift and Credit Society, disaster management funds, and compassionate employment for families of non-teaching staff. Annual recreational activities, pay protection for redeployed staff, and health benefits like insurance under Mukhya Mantri Lok Sevak Arogya Yojana (MMLSAY) further demonstrate its commitment to employee welfare. Facilities like daycare services, hygienic lavatories, pure drinking water, two canteens, and recreational amenities such as an indoor stadium enhance workplace satisfaction. The availability of green gardening spaces, library access, and hostel accommodations underscores the college's holistic approach to staff well-being. In performance appraisal, the college employs a structured feedback system involving students. Faculty are evaluated on preparedness, timeliness, and course completion, while non-teaching staff are assessed on efficiency and cordiality. Analysis of feedback results is transparent, with improvement measures implemented for underperforming staff.

6.4 Financial Management and Resource Mobilization

6.4.1
QIM

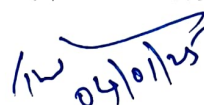**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

The College displays a strategy for mobilising and efficiently utilising resources and funds sourced from various government and non-government agencies. Government grants, including salary funds and UGC and RUSA project-specific grants, constitute the primary financial inflows. Additional revenue streams include income from self-financed courses, sale of scrapped materials, hosting competitive examinations, and renting campus facilities such as the auditorium, arable land, and fishery. The institution maintains transparency and accountability in financial management through well-defined budgeting processes. Budget estimates are prepared collaboratively with input from management, the Principal, Heads of Departments, and relevant committees. The Governing Body reviews and approves these budgets, ensuring alignment with institutional priorities. Mid-term reviews and regular internal audits conducted by the Principal enhance financial oversight. Compliances with UGC and RUSA expenditure norms and timely submission of audited accounts have enabled consistent grant acquisition. The college actively seeks additional funding from research agencies, securing grants from bodies like the Indian Council of Social Science Research (ICSSR) for academic programs. Internal and external financial audits reinforce the reliability and transparency of fund management. Annual internal audits verify the accuracy of accounts, while external audits by certified Chartered Accountants provide independent validation of financial statements. The institution's diligent approach to fund mobilisation and utilisation reflects its commitment to sustained growth and resource optimisation.

6.5   Internal Quality Assurance System

6.5.1
QIM
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

The Internal Quality Assurance Cell (IQAC) of B.H. College, plays a pivotal role in fostering institutional excellence. It has successfully institutionalized quality strategies and processes, driving a culture of continuous improvement across academic and administrative domains. Key initiatives of the IQAC include the implementation of a robust Mentor-Mentee system, promotion of Institutional Social Responsibility (ISR) programs, and adoption of an online feedback mechanism. The cell emphasizes blended learning and actively monitors teaching and learning processes. Regular evaluations of departmental progress and adherence to an academic calendar ensure a structured approach to educational delivery. Lesson plans, enriched with guest lectures, industrial visits, and internships, are systematically prepared and monitored. Student feedback mechanisms provide valuable insights into teaching methodologies and course delivery. Feedback is analyzed, and corrective actions are undertaken to enhance pedagogical effectiveness. The institution has established mechanisms for monitoring student learning outcomes through class tests, midterm assessments, group discussions, seminars, and micro-teaching. Remedial classes for underperforming students, timely grievance redressal, and provision of lecture notes in online and offline formats further support academic success. The IQAC ensures effective internal examinations, maintains performance records, and follows up with actions to improve outcomes. This structured and proactive approach underscores the institution's commitment to academic excellence and holistic development.

Qualitative analysis of Criterion 6

The college has a robust and inclusive administrative framework, characterized by decentralized and participative governance. It adheres to the regulations of the Government of Assam and has embraced e-governance across various domains, including administration, finance and accounts, student admission and support, and examination processes. This digital approach ensures transparency and efficiency in institutional operations.

Staff welfare is a priority, with the college implementing several measures such as research incentives, special casual leaves, the S.N. Das Research Fellowship, a cooperative credit society, an Employees' Disaster Management Fund, health insurance, and day-care services for children. These initiatives reflect the institution's commitment to the well-being and professional growth of its employees. Staff performance is systematically appraised through stakeholder feedback, fostering continuous improvement.

Financial accountability is maintained through regular internal and external audits, ensuring compliance with government and institutional financial rules. Periodic reviews of income sources further support the financial stability of the college.

Criterion 7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrices(QIM) in Criterion 7)

7.1   Institutional Values and Social Responsibilities

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

7.1.1 QIM

B.H. College has showed strong commitment to advancing gender equity and equality through comprehensive initiatives, policies, and programs. Its gender-neutral approach to admissions, appointments, and co-curricular activities underscores its inclusive ethos. A significant milestone was the launch of the *Centre for Gender Equity and Women Welfare* in 2019, which fosters women's rights, addresses gender challenges, and supports skill development and awareness. This initiative aligns with Goal 5 of the UN Sustainable Development Goals. Programs such as gender audits, self-defense training, and research projects like SARTATVA, focusing on gender-based issues, highlight the college's proactive stance. Academically, gender equity is integrated into the curriculum through 13 specific courses addressing gender issues, such as *Women and Society* and *Development Economics.* The college's female student enrollment (48% in UG and 58% in PG) and representation among faculty members (23 women in sanctioned posts and 18 in contractual roles) reflect its progressive approach. In co-curricular activities, the college has conducted 36 gender sensitization programs in the last five years. Dedicated committees, such as the Women's Cell, Anti-Ragging Cell, and the Gender Monitoring and Review Committee, oversee awareness campaigns and support activities like International Women's Day celebrations.

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)

7.1.4 QIM

B.H. College is trying to foster inclusivity and unity amidst diversity, emphasizing cultural, linguistic, and socio-economic harmony. The institution actively embraces diversity through its admissions, staffing, and inclusive policies, creating a welcoming environment for all stakeholders. The centralized admissions system ensures representation from varied backgrounds, while a diverse staff profile reflects inclusive recruitment practices. Equal opportunities are provided to students across rural and urban areas, different castes, religions, and economic backgrounds. Events like ethnic dress competitions and folk song contests celebrate India's rich cultural tapestry, while workshops such as the recent folk dance event underscore a commitment to cultural preservation and enrichment. Initiatives like *Rashtriya Ekta Saptah* and *Hindi Divas* highlight the importance of national unity and linguistic harmony. The long-standing publication of *Satsori,* featuring content in seven languages, and workshops on regional literature and manuscripts further strengthen linguistic diversity. Subsidized fees for underprivileged students and initiatives like voter awareness drives, blood donation camps, and *Unnat Bharat Abhiyan* illustrate the institution's dedication to social inclusion and responsibility. Environmental efforts like *Amrit Briksha Abhijan* and community programs promoting hygiene showcase its holistic approach to societal betterment.

7.2   Best Practices

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

7.2.1 QIM

B.H. College's approach to promote holisitic development among the students fosters creativity, leadership, cooperation, ethical and social values like tolerance and inclusiveness. The practices such as Encouraging student participation in art, music, sports, and cultural activities, regular publication of wall magazines, newsletters, and the annual college magazine, active engagement in academic forums such as the Economics Forum and English Literary Forum and democratic learning through the annual election of a Students' Union body. NCC cadets from the college have joined the Assam Police and Indian Army. This practice aims to instill social responsibility and awareness among students by engaging them in extension activities such as organizing blood donation drives (300 students) and awareness campaigns through the Red Ribbon Club, sensitization visits to old-age homes, char areas, and hospitals, community services such as health and socio-economic surveys conducted by NSS volunteers and environmental initiatives, including 1000 tree plantations and noise pollution reduction efforts.

7.3   *Institutional Distinctiveness*

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

7.3.1 QlM

B.H. College, Howly, stands out for its commitment to fostering a culture of intellectual and creative engagement through in-house publication initiatives. The collective publication efforts reflect the institution's dedication to nurturing critical thinking, academic exploration, and cultural diversity among its stakeholders. The *B.H. College Prakasan Samiti* has published 16 notable books on diverse topics, including scholarly research, cultural heritage, and biographies, with digital versions accessible on the college's digital library. Annual college magazines provide a platform for students and faculty to express creativity, share insights, and contribute to the academic community. *COMED* (ISSN: 2347-7199): Peer-reviewed commerce journal addressing business and management issues. *DUNARI* (ISSN: 2322-0759): Research journal by the Assamese Department focusing on language, literature, and culture. Departments publish thematic magazines such as *Spectrum* (English), *Dishari* (Bengali), and *Airakhi* (Bodo), fostering language proficiency and literary creativity. Philosophical Forum's *Aarohan* and History's *Istoria* enrich students' critical engagement in their respective fields. Every department and hostel contributes to intellectual vibrancy through semesterly wall magazines and annual newsletters like *Statistika* (Statistics) and *Rang* (Assamese). *Satsari*, the college's multilingual magazine, reflects linguistic diversity with content in seven languages, embodying the cultural richness of the institution.

Qualitative analysis of Criterion 7

The college has demonstrated its commitment to gender equity, sustainability, inclusiveness, and community engagement through various impactful initiatives.
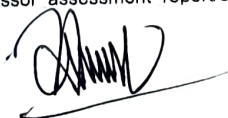
Sustainability efforts are evident through the implementation of rainwater harvesting systems, solar panels for electricity generation, and a vermicompost units. The institution's inclusive infrastructure includes ramps, wheelchairs, and specially designed toilets for differently-abled individuals, ensuring accessibility for all.

The college fosters inclusiveness and constitutional awareness by organizing events such as Rashtriya Ekta Diwas, Hindi Diwas, Constitution Day, and Human Rights Day. These initiatives promote unity and awareness among staff and students. The participatory learning approach and community outreach through extension activities are recognized as two best practices that effectively bridge education and societal contribution.

The in-house publication cell is a distinctive feature of the college, disseminating knowledge and supporting its mission as a higher education institution.

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

Overall Analysis

5:45 AM

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The in-house publication cell is a distinctive feature of the college, disseminating knowledge and supporting its mission as a higher education institution.

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

Overall Analysis

Strength:

1. Positive teacher-student relationships and a vibrant campus environment.
2. Strong student diversity promoting inclusive and equitable education.
3. Spacious campus with opportunities for future expansion.
4. Good connectivity via a four-lane highway and nearby railway station.
5. Adequate hostel facilities and on-campus residence for Principal and wardens.
6. Optimum student-teacher ratio (PTR) in most departments, with resourceful faculty members holding Ph.D. degrees and research experience.
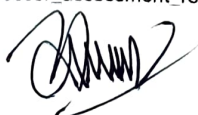7. Wide network of alumni across various fields.

Weaknesses:

1. High PTR in some departments, requiring back-to-back multiple classes.
2. Lack of institutional transport facilities.
3. Underutilized potential for revenue generation.
4. Absence of Post-Graduate courses in Science and limited PG courses in Arts.
5. Insufficient research output with limited patent generation.
6. Hostel intake capacity is insufficient to meet demand.

Opportunities:

1. Progression to an autonomous institution and eventual university status.
2. Opportunity for research on local and regional issues with a societal impact.
3. Leverage NCC/NSS participation to allow for credit allocation under the FYUGP framework.
4. Develop a comprehensive innovation and entrepreneurial ecosystem with local MSME collaboration.
5. Expand revenue-generating activities within the large campus area.
6. Introduction of more skill-based and job-oriented programs.
7. Computer courses viz. Data Analysis and Artificial Intelligence need to be introduced.

Challenges:

1. Safety concerns related to proximity to a busy four-lane highway.

2. Language barrier as students are more comfortable with vernacular languages, which may hinder communication in Hindi and English.
3. Gap between industry standards and the curriculum, limiting alignment with required skills.
4. Preference for larger cities for higher education among top students.
5. Growing trend of affluent students opting for private institutions over government-funded ones.

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)

- 1. Add-on and certificate courses may be introduced in accordance with local requirements in-line with NEP with special emphasis on Indian Knowledge System.

- 2. MoU's with reputed industries must be made available to enable the outgoing students to obtain market-oriented jobs.

- 3. Programs related to Data Analysis and Artificial Intelligence need to be introduced both at Undergraduate and Postgraduate level to cope with the current global scenario.

- 4. Establishment of research centre to promote research activities both among faculty and students.

- 5. Upgradation of library to meet the present academic needs of students and faculty.

- 6. Establish a full-fledged computer lab with adequate number of computers having latest configuration.

- 7. Placement cell needs to be strengthened to produce readily employable Graduates and Postgraduates.

- 8. A counsellor to be nominated to address the psychological issues of the students.

- 9. Adequate infrastructure such as required number of classrooms with smart-boards and ICT-enabled classrooms need to be provided.

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

Signature of the Peer Team Members:

Sl.No	Name	Signature with date

1	RAKESH GUPTA	Chairperson	
2	RAMU NARASE GOWDA	Member Co-ordinator	
3	RAVI CHANDRA KUMAR T C	Member	
4	Dr. Ruchi Tripathi	NAAC Co-ordinator	

Howly   04/01/25

Place: Date