



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

B. H. COLLEGE

P.O- HOWLY DISTRICT- BARPETA

781316

www.bhcollege.ac.in

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Submitted To

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Noble thoughts may take time to conceive but little time to deliver. In no time, the intense desire and untiring efforts of the founding fathers lit the light of B.H. College, initially only with Arts faculty in the year 1966.

The opening of the Commerce Stream in 1973 and subsequently the Science Stream (H.S.) in 1988, the Science Stream (UG) in 1996, post-graduation in Commerce in 1990, and the PG in Assamese and Education in 2018 enabled this institution to emerge as the only full-fledged three-faculty institution in Lower Assam under Gauhati University. The college was accorded UGC recognition in 1969, and it also achieved the distinction of B++ accreditation from NAAC in 2003. During the session 2015-16, the 2nd cycle of NAAC assessments at B.H. College was completed, and the peer team sent by NAAC visited the college on April 28, 29 and 30, 2016. The college was accredited with an '**A**' (**CGPA 3.11**) grade by NAAC on May 25, 2016, which is quite satisfactory for the entire college family and the local public.

The strength of this institution lies in its academic achievements and healthy environment. A rural college, essentially catering to the academic needs of local youth coming from families of cultivators and a poverty-stricken multitude, requires a very careful managerial acumen in its build-up process. The armature of this institution is strong enough to meet the growing challenges of higher education.

Accreditations, Rankings, and Recognitions

1. B.H. College was accorded UGC recognition in the year 1969.
2. The college was one among the pioneers to seek assessment and accreditation by NAAC and was accredited with B++ in the year 2003.
3. In the 2nd circle of NAAC Assessment the college was accredited with an '**A**' (**CGPA 3.11**) in the year 2016,
4. Selected for RUSA in 2018.
5. Received UGC Major/Minor Research Grants in 2014.
6. Received ICSSR Responsive Research Project Grant in 2016
7. Granted Unnat Bharat Abhiyan scheme in 2018.
8. Received ICSSR IMPRESS grant in 2020.

Vision

To evolve into a Centre of Academic Excellence, providing multi-disciplinary, multi-faceted academic and professional education to the rural and semi-urban populace equipping them with knowledge, skills and competency to thrive in modern dynamic world and contribute towards the uplift of the society.

Mission

- To provide learners with the best education in conjunction with leadership and professional skills.
- To mitigate social taboos and stereotypes by transcending towards liberal attitudes, morals and values.
- To promote self-sufficiency through professional courses and develop entrepreneurs.
- To inculcate a sense of responsibility towards environment, society and nation in order to produce responsible citizens

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A good teacher-student relationship with a conducive teaching-learning ecosystem, positive outlook and overall vibrancy in the campus. The students were found to take pride in being a part of the college.
- Strong student diversity reflecting inclusive and equitable education.
- Large campus with ample open space for future expansion
- Well connected through a well maintained four-lane highway and nearby railway station.
- Good hostel facility and in-campus residence of the Principal and hostel wardens
- Optimum PTR except a few departments
- Resourceful faculty members with Ph.D. Degree and research experiences.
- A large pool of Alumni well placed in various fields from grassroots level to the highest echelons.

Institutional Weakness

- High PTR in some departments requiring back to back multiple classes by teachers
- Non-availability of institutional transport facility.
- Procedural delay in the filling up of the vacant posts.
- Non-realization of potential revenue generation avenues..
- Absence of Post-Graduation courses in Science and limited PG courses in Arts.
- Lack of generation of patentable research.
- Insufficient hostel intake capacity.

Institutional Opportunity

- Progression to an autonomous degree granting institution in short term and aspire to upgrade into a university in the long term
- Take up local and regional issues for research under already exiting mechanism and inculcate a habit of societal engagement and problem solving by the students
- Leverage the strong NCC/NSS participation of the students to make provision for credit allocation in VAC category under FYUGP
- Develop a complete innovation and entrepreneurial ecosystem through engagement with local MSME
- Scope for initiating more revenue generating activities within the campus due to large area of the campus.
- Collaboration with International and National Institutes of repute and other recognitions for shared benefits.
- Opening of new programmes which are skill-based and job-oriented.

Institutional Challenge

- Circumventing road hazard from the four-lane highway in front of the college.
- Students are more comfortable with vernacular languages and hence it is a daunting task to make them accustomed to Hindi and English languages. More often than not brilliant thoughts are lost in translation.
- Glaring gap in the industry standards of skills required and inadequacy of the curriculum to fulfill it. Due to the adherence to the curriculum set by the affiliating university, we are relegated to an innocent bystander.
- Too much proximity with the four lane national highway.
- Growing tendency of the brilliant students to go to large cities for higher studies.
- Growing tendency of the affluent section of the society to prefer the private educational institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated institution, the college has been following the syllabi prepared by Gauhati University which develops and updates the curricula/ syllabi from time to time according to the changing needs and demands. The syllabi of certain subjects also provide detailed instructions on how to implement them appropriately. The college also provides the necessary support in the forms of Student Register Books for each class and each subject to keep records of classes taken by the teachers, text books for department library, IT supports to the departments and by ensuring cool academic ambience for effectively translating the curriculum and improving teaching practices.

The college follows Semester based CBCS module for Undergraduate and Post Graduate programmes. The institution has introduced NEP in the academic session 2023-24. Accordingly Four Years Undergraduate Programme (GU-FYUGP) is introduced in the academic session 2023-24. For an effective curricular implementation, our institution follows the academic calendar, academic record book and the Perspective Educative Plan (PEP) as guiding documents. The teachers of the institution have contributed to curriculum development efforts by creating the syllabuses for supplemental courses. Accordingly, 19 nos. of Add on certificate courses were introduced in the year 2022 and another 3 nos. of add on courses were introduced in the year 2023. As of now 1464 numbers of students were enrolled into these courses, which is accounted for 22.29 percentage of the total UG-enrolled students, and out of these 1464 numbers of students were awarded with the certificates. All the programmes introduced by the university follows Outcome Based Education with Programme Outcomes, Programme Specific Outcomes and Course Outcomes which are clearly mentioned in the departmental profile.

The curriculum delivery module followed in the college includes field trips, industry visits, internships and projects based learning and meta learning apart from regular classroom teaching. Eventually these improve students' chances of finding employment, developing their skills, and starting their own businesses. The College integrates cross-cutting topics including gender, sustainability and the environment, human values, and professional ethics into its curricula and extracurricular programmes. Every year preferably before starting a new session, the Academic Committee of the college examines the curriculum and input

Teaching-learning and Evaluation

Teaching, learning and evaluation is a **dynamic, student-centered activity** of the institution and is carried out with **transparency and accuracy** in a systematic and time-bound fashion using ICT enabled platforms.

- The average **demand ratios of the courses are 1:2.06 (Overall)**
- The average **enrolment percentages of the Programme is 97.15 percent**
- **The teacher-student ratio is 1:33 (2023-24)**
- Admission process is completely **automated since 2018.**
- The institution strictly **adheres to the reservation policy** of the government
- **Fast learners** and slow learners are identified through tests and writing exercises
- **Slow learners** are offered tutorials, remedial, student support programme and motivation classes. **Fast learners** participate in 'Civil Service classes and NPTEL/Swayam online certificate courses of their choice.
- **Student-centered and experiential learning** through field trips, internships, industrial visits, study tours, farming, service learning, discussion, debate, presentations, quizzes and group work
- **All teachers use ICT** tools for teaching, learning and evaluation.
- A strong mentoring system with a **mentor-mentee ratio of 1:10** is in place.
- **Full time teachers** against sanctioned posts are 74 with an average experience of 15 years,
- The full time teachers have an average **experience of 15.77 years.**
- Out of 74 fulltime teachers 41 are Ph.D. and 4 are **recognized Research Guides.**

Evaluation Process and Reforms

The semester results are declared by the Affiliating University after the completion of the exams. **Internal assessment is carried out in a transparent and objective manner.** Internal marks are uploaded online and published on the notice boards. **The students get 10 days to submit their grievances**

IT- integration in examination includes question paper generation from question bank, marks entry, barcodes for plant identification and stock management, and online publication of results through indigenously developed software.

Attainment of programme outcomes and course outcomes are evaluated by conducting internal examinations, seminars, quizzes, assignments, viva-voce and end-semester examinations.

Student Performance and Learning Outcomes

1. The college offers **25 UG Programmes** (13 from the Arts Stream, 7 from the Science Stream, 4 from the Commerce Stream and 1 from the Management discipline-BBA) and **3 PG Programmes.**(during 2023-24)
2. **Pass percentage** of Students during last five years (excluding backlog students) is **78.56%**

Research, Innovations and Extension

The college is distinguished by consistent research and commitment to extension and outreach activities. By promoting research-oriented internships and projects, the college seeks to integrate research into the daily experience of faculty and students. The departments promote advanced research in various fields of science and humanities.

Research and Innovation

The college has a well-defined policy for promotion of **Research and extension services**. The members of the **faculty are provided with required infrastructure facilities** such as computers, language and research lab and Central Instrumentation Centre. The institution provides remote access to a vast collection of **research Databases and Networks like N-List- INFLIBNET, and DELNET**. **The institution** received an amount of **Rs.18.7 lakh as research grant** from government and non-government agencies during last five years. A total of 90 nos. of **research and academic events** including seminars, conferences, workshops and skill development programmes were organised during last five years. **There are 04 registered research Guides** under Gauhati University. The faculty members got recognition for their research works which include 37 individual research projects, **82 publications** in UGC notified International or National journals, **109 publications** in the form of books and chapters in edited volumes.

Extension and Collaboration

There are 21 functional MoUs between the college and other academic and industry-based organizations. 46 extension and outreach activities were organised under NCC, NSS, Red Ribbon Club, and **ADHIGAM**. So far the institution has received 05 Awards and Recognitions from the Government and other recognized bodies. The institution conducts a good number of collaborative activities per year, including faculty and student exchange.

Infrastructure and Learning Resources

The college campus comprises 52 Bighas of land and approximately **1, 36,461** square feet of built-in area (excluding canteen and quarters). There are two Girls' Hostels and one Boys' Hostel along with the residences for the Principal and hostel Superintendents within the campus. Besides, there is a guest house within the campus. Playground, indoor stadium, auditorium all are situated within the college campus.

There are **66 numbers** of classrooms out of which **two are smart Classrooms** and 20 are **ICT enabled** classrooms with interactive panels and projectors. The institution owns **one seminar hall, one conference hall, one visitors' lounge with video conference facility, 14 laboratories, one language lab, one cultural museum** and **two computer Labs** with 50 nos of computers connected through Wi-Fi facilities.

B.H. College has integrated Information and communication Technology (ICT) in its academic and administrative activities and aiming to complete automation of the regular activities of the college. Admission, administrative and academic process are integrated with IT to make the process convenient and transparent. Soft-ware used are Sage Math, Latex, Mathematica, Sci Lab, R programming, SPSS, C-programming. Excel, Stata, etc. and DrilBit software for plagiarism check.

There are **134 (One hundred and thirty four) computers**, 5 Photostat machines, and 30 printers in the College. There are altogether 17 numbers of internet connections in the college with a bandwidth of 50 to 200 Mbps. **ERP** software version 0.1.83 was installed in 2018 for Office Automation. The central library is automated with the latest Integrated **Library Management Software (ILMS) solution KOHA (version 20.11)**. All departments are equipped **with computers and Wi Fi connectivity**. In addition, the college owns the following resources:

- **21 department offices** with computer and internet services
- One **Village Library** to cater the needs of the students of neighbouring society.
- Separate rooms are allotted to IQAC, Career Guidance, NCC, and for different cells and clubs
- **Solar light** provision in the campus.
- **Ramps** for the benefit of the differently able individuals.
- **Cooler and filters** for providing pure drinking water in the campus.
- There is a Garden of **Medicinal Plants** which is an endeavour to preserve and use of the herbal medicine of the area.
- **Green House** with collection of unique plants (Orchidarium).
- Two **vermi-compost** unit.
- Two units of **rain water harvesting**.
- **One** gymnasium in the college with an instructor equipped with multi-gym facilities to cater to the needs of students and faculty.
- There is a **unisex open gym** in the college covering an area of 4000 sq. feet
- There are **Sports items** like sportswear, training kits and equipments, etc for players.
- There is a **Yoga Centre** in the college with necessary yoga material
- **Three DG's** for uninterrupted power supply within the campus

Student Support and Progression

The college believes that the advancement and achievement of its students determine their social accreditation and standing of an institution. The college has put in place a wide range of varied extracurricular and curricular programmes and activities in order to fulfill the institution's vision and objective of providing a comprehensive education.

Capacity development and skills enhancement activities are organised for improving Soft skills, Language and Communication Skills, Life Skills (Yoga, physical fitness, health and hygiene) and ICT/Computing Skill. 70 % of the students were provided with government and non-government scholarships during the period 2019-24. The institution adheres to the government reservation policy for inclusion of all categories, particularly, SC/ST/OBC/OEC/Divyangjan and minority students.

During 2019 and 2024, a total of **10855 students received scholarships** under various schemes. Nearly all the **students were benefitted** by career guidance/counseling and coaching for competitive examinations. **A systematic Grievance Redressal Mechanism exists** both in offline and online mode to address the grievances of the students. A duly constituted **Internal Complaints Committee** is in place to deal with sexual harassment. **Anti-Ragging Committee** ensures a ragging-free campus.

Governance, Leadership and Management

B.H. College follows a **democratic and participatory mode of governance** with all stakeholders who actively participate in its smooth conduct and administration. **The IQAC, all the Heads of various departments**, the convenors of various committees, co-ordinators of different cells along with the staff representatives are involved in the process of decision making. In order to build effective governance and management, B.H. College consistently promotes **decentralized and participative management**. As per the strategic and deployment plan of BHC as well as following the recommendations of the NAAC peer team (2016), the **post graduate programmes** were introduced in the subjects of **Assamese and Education** in the year 2018.

Considering the huge demand of the students for hostel accommodation, a **new Girls' Hostel** was constructed under the aegis of RUSA with an intake capacity of 75. The project was completed in the year 2019. In the Academic Session 2022-23, 19 numbers of **skilled based certificate courses** were introduced. In the academic session 2023-24, another **6 courses were added** to the existing certificate courses..

Online teaching learning module is introduced in the academic session 2019-20. A dedicated **LMS** is developed and has been on practice for assessment and evaluation. The Library, with its open access system and spacious reading area, automated with the **Integrated Library Management System (ILMS)**. Apart from these, Interactive panels for effective teaching have been installed in 16 classrooms and a language research laboratory is established recently. **E-governance is implemented in** Administration Finance and Account, Students' admission and support as well as in Examination. The institution has various welfare schemes for teaching and non-teaching staffs. **Others Benefits/ Facilities include:**

- Regular Internal and external **financial audits** regularly,
- Implementation of **e-governance**
- **Creche** (Day Care Home) services for the children of the staff.
- Free vehicle parking
- Unlimited access to books from library.
- Free medical check up by the College health unit.
- Two college canteens for refreshment purposes in off time situation.
- Pure drinking water facility.
- Proper hygienic lavatory system separately for male and female teaching and non-teaching staff.
- Indore stadium & playground facilities for staff & students.
- ATM facilities for e-banking.
- Green gardening facilities.
- Separate departmental staff rooms, Day home facilities for female staff.
- Men's and Women's Hostel facilities for students.

Institutional Values and Best Practices

B.H. College has implemented a number of initiatives to advance gender equity and equality. The college has continued to follow a gender-neutral admissions, appointment, and co-curricular policy. In order to promote gender equity and equality, the college implements affirmative action. Over the past five years, the college has implemented multiple programs to guarantee gender equity.

The college offers **13 courses** in the curriculum which address gender related issues. The college **has 48 percent of girl** students in the UG programmes in the current academic session (2023-24) and 58 percent girl student in the PG programmes.

There are **23 women faculty** out of total sanctioned post of 74 and there are **18 female faculty members** against 23 numbers of contractual posts..The College organizes **gender awareness, anti-ragging and anti-sexual harassment** campaigns on different occasions and conducts **Gender Audit** regularly. The Institution has facilities and initiative for:

- Alternate sources of energy and energy conservation measures
- Management of the various types of degradable and non-degradable waste
- Water conservation

- Green campus initiatives
- Disabled-friendly, barrier free environment.

Measures initiated by the Institution for promoting **Gender Equity** include **Gender Audit**, **Self Defence** programmes, **consultancy Research** work on *Unnatural death of girls child in Barpeta District of Assam*, **Awareness at Girls schools under Barpeta District** about unnatural death of girl child under the aegis of SP office, Barpeta and **Budget allocation** for the Centre for gender equity & women welfare.

The College places the highest priority on ensuring the safety and security of all students, with a particular focus on female students and staff. There are 77 numbers of CCTV cameras located at every angle around the campus, in order to watch over the college around-the-clock. **Security guards** patrol the entire campus round-the-clock. Further **a female staff/faculty** is appointed to accompany girl students at their emergency as well as to monitor them during day hours.

The institution has a strong initiative to develop socio economic cohesion. It ensures social inclusion by giving equal opportunities and equity of access to education through subsidized fees to underprivileged classes and bringing them on mainstream. Voter- Awareness Program, Blood- Donation Camp, Awareness program on World AIDS Day, plantation drive, etc are organized time to time as part of its social responsibility..

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	B. H. COLLEGE
Address	P.O- HOWLY DISTRICT- BARPETA
City	HOWLY
State	Assam
Pin	781316
Website	www.bhcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	BHUSHAN CHANDRA PATHAK	03666-296535	9435513261	-	bhcollege1966@gmail.com
IQAC / CIQA coordinator	RABINJYOT I KHATANIA R	-	8011068292	-	rabinkhataniar@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Assam	Gauhati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-02-1969	View Document
12B of UGC	02-07-2015	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O- HOWLY DISTRICT-BARPETA	Rural	32.23	12677.64

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce,General Course	36	H S	English + Assamese	392	392
UG	BA,Arabic,General Course	36	H S	Assamese	30	10
UG	BA,Arabic,Honours Course	36	H S	Assamese	30	16
UG	BA,Assamese,MIL Assamese	36	H S	Assamese	100	0
UG	BA,Assamese,General Course	36	H S	Assamese	100	79
UG	BA,Assamese,Honours Course	36	H S	Assamese	60	54
UG	BA,Bengali,Honours Course	36	H S	Bengali	30	11
UG	BA,Bengali,MIL Bengali	36	H S	Bengali	30	0
UG	BA,Hindi,Honours Course	36	H S	Hindi	50	21
UG	BA,Hindi,MIL Hindi	36	H S	Hindi	50	13
UG	BA,Sanskrit,Honours Course	36	H S	Assamese	30	14
UG	BA,Sanskrit,General Course	36	H S	Assamese	30	5
UG	BA,Bodo,MIL Bodo	36	H S	Bodo	30	0

	L Bodo					
UG	BA,Bodo,General Course	36	H S	Bodo	40	24
UG	BA,Bodo,Honours Course	36	H S	Bodo	40	34
UG	BA,Economics,Honours Course	36	H S	English + Assamese	80	54
UG	BSc,Economics,General Course	36	H S	English + Assamese	20	5
UG	BA,Economics,General Course	36	H S	English + Assamese	62	62
UG	BA,Political Science,Honours Course	36	H S	English + Assamese	70	68
UG	BA,Political Science,General Course	36	H S	English + Assamese	132	132
UG	BA,Education,General Course	36	H S	English + Assamese	138	138
UG	BA,Education,Honours Course	36	H S	English + Assamese	70	70
UG	BA,History,General Course	36	H S	English + Assamese	94	94
UG	BA,History,Honours Course	36	H S	English + Assamese	50	48
UG	BA,Philosophy,General Course	36	H S	English + Assamese	123	123
UG	BA,Philosophy,Honours Course	36	H S	English + Assamese	60	40
UG	BA,English,	36	H S	English	70	61

	Honours Course					
UG	BA,English, General Course	36	H S	English	103	103
UG	BSc,Physics, Honours Course	36	H S	English + Assamese	50	49
UG	BSc,Physics, General Course	36	H S	English + Assamese	149	149
UG	BSc,Chemistry,General Course	36	H S	English + Assamese	168	168
UG	BSc,Chemistry,Honours Course	36	H S	English + Assamese	50	48
UG	BSc,Mathematics,General Course	36	H S	English	129	129
UG	BA,Mathematics,Honours Course	36	H S	English	90	80
UG	BSc,Botany, General Course	36	H S	English + Assamese	100	53
UG	BSc,Botany, Honours Course	36	H S	English + Assamese	50	49
UG	BSc,Zoology ,General Course	36	H S	English + Assamese	100	49
UG	BSc,Zoology ,Honours Course	36	H S	English + Assamese	50	50
UG	BSc,Statistics,Honours Course	36	H S	English + Assamese	50	30
UG	BSc,Statistic	36	H S	English +	100	58

	s,General Course			Assamese		
UG	BBA,Business Administration,Professional Course	36	H S	English + Assamese	100	91
UG	BSc,Computer Science,General Course	36	H S	English + Assamese	100	11
UG	BCom,Accountancy,Honours Course	36	H S	English + Assamese	126	126
UG	BCom,Management,Honours Course	36	H S	English + Assamese	136	136
UG	BCom,Banking,Honours Course	36	H S	English + Assamese	130	130
PG	MA,Pg Assamese,Assamese	24	B A in ASSAMESE	Assamese	20	19
PG	MA,Pg Education,Education	24	B A in EDUCATION	English + Assamese	20	20
PG	MCom,Pg Commerce,Commerce	24	B COM	English	70	70

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				24				50			
Recruited	0	0	0	0	18	6	0	24	26	18	0	44
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	4	2	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	14	3	0	17
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	13	2	0	15
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	12	0	10	12	0	39
M.Phil.	0	0	0	0	0	0	9	3	0	12
PG	0	0	0	6	1	0	11	5	0	23
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	25	0	31
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1789	0	0	0	1789
	Female	1588	0	0	0	1588
	Others	0	0	0	0	0
PG	Male	94	0	0	0	94
	Female	116	0	0	0	116
	Others	0	0	0	0	0
Certificate / Awareness	Male	256	0	0	0	256
	Female	384	0	0	0	384
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	153	164	157	158
	Female	130	137	128	114
	Others	0	0	0	0
ST	Male	325	276	209	176
	Female	325	258	203	177
	Others	0	0	0	0
OBC	Male	359	317	260	288
	Female	364	316	257	276
	Others	0	0	0	0
General	Male	1046	1024	998	978
	Female	885	893	888	837
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3587	3385	3100	3004

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	B.H. College adopted the CBCS curriculum in 2019 as part of its efforts to become a more multifunctional and multidimensional institution. Under the CBCS module the students can opt for BA, B.Sc., or B.Com courses under under-graduate programme. The students can now choose the Skill Enhancement Course paper from any discipline and any subject from any course (BA, B.Sc., or B.Com.). Environmental science is an Ability Enhancement Compulsory Course in the CBCS system. Apart from these the instruction is also offering 22 numbers of skill based certificate courses and two value education courses under FYUGP. The GU-FYUGP (NEP based Programme) programme of the
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	instruction introduces Ability Enhancement Courses (AEC), Value Added Courses (VAC) and Skill Enhancement Courses (SEC) along with the core courses for successful implementation of NEP at the institution level. By providing a variety of co-curricular and extension activities, the institution encourages students to get involved in experiential learning and community extension services in surrounding schools and adopted villages. This allows students to share their knowledge and educate the institution's stakeholders on a variety of topics, including gender equity, women's empowerment and education, health and hygiene, sustainable resource use, the Swachha Bharat Abhiyan, life skills, and management skills, etc. Institutions use a variety of techniques, such as fieldwork, projects, and extension activities, to implement the experiential learning model widely and give students access to real-world circumstances. This kind of initiative of the institution also provides an opportunity for hands on learning, allowing students to develop practical skill, problem solving ability, and industry-relevant experiences,
2. Academic bank of credits (ABC):	B.H.College, being affiliated to Gauhati University, it abides by the guidelines established by the affiliating university. The college is not yet registered for Academic Bank of Credit through NAD, due to being an affiliated college. Nonetheless, the institution recognises and embraces the ABC concept and hopes to implement it in the upcoming years in accordance with NEP 2020, whenever the affiliating university does so in the upcoming sessions. Until that point, the College has encouraged its students to enroll at ABC in order to take advantage of the credit transfer advantages offered by the current CBCS system.
3. Skill development:	B.H.College has been trying to stand out in the area of skill development by means of various skill initiation within the college. The College has been planning a number of events to encourage skill development among its different stakeholders. It features planned exercises to help students improve their language, ICT, soft skills, computation skill and other abilities. Students of B.H.College are persuaded to take at least one add on certificate course of 3 credits, which are skill based and one vocational course in online mode (Swayam, MOOCs) before graduating. Value-added courses were organized by

	the departments relating to skill development. These courses include: Web designing, Digital Marketing, E-Accounting, Talley and GST, Small Entrepreneurship Development, Bakery & Confectionery, Makeup & Hair Style, Nursery Management, Mushroom Cultivation, Data Science, etc. The college has arranged various skills based training programme to help the teaching and non-teaching staffs of the college as well as for the staffs from neighbouring institutions to disseminate the knowledge of ICT and entrepreneurial skills. The college has also been organizing hands on training programme, workshop, etc for the students and farmers of the adopted villages on certain areas like entrepreneurship development, mushroom cultivation, making vermicompost, organic farming, etc. The college has an Innovation and Incubation Centre, which encourages students and community members to acquire a variety of skills. The language and Research Lab of the college has been contributing towards improvement of reading, writing, listening and speaking skill of English language. Moreover, the CBCS and GU-FYUGP curriculum already include skill enhancement courses, and the institution has taken the necessary steps to accommodate maximum possible skill enhancement courses in its programme. The NSS , NCC and Sports Cell of the college have been operating for helping the students acquiring the various life skills necessary for their overall growth.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	B.H. College has successfully integrated the Indian Knowledge System (IKS), a culturally-rooted educational approach that blends India's ancient wisdom with modern knowledge, into its teaching and learning processes. This system emphasizes holistic development, practical application, language proficiency, inclusivity, digital literacy, environmental consciousness, and entrepreneurial skills. Holistic Development: IKS places significant importance on the comprehensive development of students, beyond textbook education. B.H. College fosters this through various cultural and extracurricular activities. The institution frequently organizes workshops on folk music, drama, and folk dances to enrich students culturally. A value-added course on performing arts, in collaboration with KAV, further enhances students' cultural experience.

Several cells and centers, including the NCC, NSS, Red Ribbon Club, and others, are dedicated to the holistic development of students, emphasizing the integration of arts, sports, and other extracurricular activities. Practical Application and Experiential Learning: B.H. College emphasizes hands-on learning as a core aspect of its curriculum, aligning with the practical application thrust of the IKS. The institution offers project-based experiential learning opportunities, along with add-on certificate courses that bridge the gap between theoretical understanding and practical skills. This approach prepares students to meet the dynamic challenges of the professional world, fostering adaptability and innovation.

Language Proficiency: Language proficiency is a key priority within the IKS framework. B.H. College has implemented a bilingual course delivery mode (Assamese and English) and offers content in various languages, including Hindi, Bengali, and Bodo. This focus on language ensures that students are not only academically competent but also proficient communicators.

Inclusivity and Accessibility: B.H. College is committed to creating an inclusive and accessible educational environment. The institution strives to eliminate socio-economic barriers, adopting inclusive practices and providing tailored support to meet diverse learning needs. This commitment aligns with the IKS's emphasis on inclusivity and accessibility.

Digital Literacy: Digital literacy is another significant focus of the IKS, and B.H. College supports this by equipping students with essential digital skills. The college provides e-resources, ICT-based classrooms, and well-equipped laboratories to promote digital literacy. Additionally, students are encouraged to pursue online courses through platforms like SWAYAM-NPTEL.

Environmental Consciousness: B.H. College integrates environmental consciousness into its educational approach, promoting sustainable practices across its campus. Most departments offer courses addressing environmental sustainability, and the campus itself is a plastic-free zone. Various college wings, including the NCC, NSS, and the Green Environment Cell, conduct environmental audits and lead initiatives to promote environmental awareness in the surrounding community.

Entrepreneurial Skills and Global Competence: The institution has a well-structured support system

	aimed at instilling entrepreneurial skills and fostering global competence among students. This is in line with the IKS's goal of preparing students for global challenges. Conclusion: The Indian Knowledge System, as implemented by B.H. College, provides a holistic, culturally enriched, and practically oriented education. By integrating traditional values with modern knowledge, the college prepares students not only for academic success but also for personal and professional growth in a globalized world.
5. Focus on Outcome based education (OBE):	B.H. College places a strong emphasis on Outcome-Based Education (OBE), a framework that prioritizes achieving specific competencies or outcomes by the end of an educational experience. This approach shifts the focus from traditional content delivery to what students are expected to know, understand, and be able to do upon completing a course or program. The college defines clear course and program outcomes, which serve as the foundation for all instructional activities. Educators design assessments, instructional strategies, and learning activities to align with these outcomes. Recognizing that students have diverse learning styles and paces, the institution promotes a student-centric learning approach and has implemented a blended teaching mode. Course outcomes at the institution are developed using Bloom's Taxonomy and are evaluated through both Direct and Indirect Attainment methods. Assessments, including examinations, projects, presentations, and group discussions, are crafted to measure the extent to which students have achieved the desired outcomes. Feedback from stakeholders is actively used to refine the teaching and learning process, ensuring that the outcomes are effectively met.
6. Distance education/online education:	The college has been running two study centers for Distance Education - one is the Study Centre of Gauhati University Centre for Distance and Open Education (GUCDOE) and the other is the study centre of Krishna Kanta Handiqui State Open University(KKHSOU). Both the institutions provide online counseling and online classes for the students. A good number of students are aware of SWAYAM portal and the students have been made aware of the SAWAYAM, E-Pathsala and other online platform. Teachers of the college, in addition to the regular offline classes, also provide online counseling,

lecture and solutions through Google Meet, Google Classroom, Youtube and WhatsApp.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	B. H. College has set up an Electoral Literacy Club which is functioning since 2023 with the primary objective to raise voters' awareness, dissemination of information related to voting and to motivate student as well as the people of the locality to exercise their democratic right by casting vote
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Principal, B. H. College has appointed Mr. Bimal Basumatary, Assistant professor, Department of Political Science as nodal officer of Election Literacy Club and the ELCs are fully functional. Yes, ELC of B. H. College is representative in Character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELCs under B. H. College conducts seminars on Voting behavior, Quiz competitions on Electorate Literacy and Voter awareness programme to sensitize students of the electoral process and their voting rights.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The College, in collaboration with UCO, Lead Bank Office, Barpeta organized a Voter Awareness programme, etc. which encourage the students to enroll their respective names as voters and motivated them to participate in the political process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The electoral literary club of the College undertake awareness programme to sensitise the newly eligible voters to get their name enrolled in the voter list.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3587	3385	3100	3004	2885

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

2 Teachers

2.1

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

Response: 86

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

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
76	76	74	75	75

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
202.71	223.63	133.12	150.14	155.85

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Response:

B.H. College, Howly is affiliated to Gauhati University, and as such the college follows the university's course structure, program, syllabus, and academic calendar. In 2019, the college adopted the Choice Based Credit System (CBCS) across all departments, adhering to Gauhati University's regulations. The college also implemented the Four Year Undergraduate Programme (FYUGP) in line with the New Education Policy, under the guidance of Gauhati University. The college emphasizes effective planning and execution to ensure the efficient delivery of its curriculum. Additionally, B.H. College offers various skill-based certificate courses, supplementing the core curriculum to enhance students' skill sets.

In 2010, the college introduced the BBA program in affiliation with Gauhati University, aiming to extend the benefits of this professional program to students from the rural area. The college also offers Post Graduate Programs in Commerce, Assamese, and Education.

Curriculum Delivery and Planning Process

- The Internal Quality Assurance Cell (IQAC) conducts a meeting at the start of each academic year to **review departmental syllabi** and discuss the academic plan for curriculum delivery.
- An **Annual Academic Calendar**, aligned with the University's calendar, is prepared by the Academic Committee. Each department also develops its own academic calendar, which is displayed on the college website and departmental notice boards.
- Departments meticulously prepare and follow **teaching plans**.
- The **Prospectus**, designed by the Prospectus Committee, provides information on programs and courses. Details on program outcomes, course outcomes, syllabi, and the weighting of internal and external exams are communicated via the college website.
- The **College Time Table** is prepared and made available on the college website.
- The college has an operational **Learning Management System (LMS)**.
- The use of **Information and Communication Technology (ICT)** and E-Learning resources is encouraged and practiced in curriculum delivery.
- Skill based **certificate courses** have been introduced from the academic session 2022-23.

Curriculum Implementation Process

- Heads of Departments (HoDs) ensure the preparation of **Program Outcomes and Course Outcomes** for all programs and courses. These outcomes are approved by the Academic

Committee, and Course Plans are prepared accordingly to support **Outcome-Based Education (OBE)**.

- Faculty members utilize the **Learning Management System**, complemented by relevant ICT tools, to ensure effective knowledge and skill dissemination among students.
- The college organizes activities such as **quizzes, seminars, workshops, field studies, group discussions, and study tours** to make the curriculum implementation process more student-centric.
- Regular **internal assessment tests** are conducted to monitor and assess students' progress.
- **Remedial classes** are available for students needing additional guidance and support.
- Departments assign **practical tasks** to students to reinforce the application of knowledge gained in the classroom.
- Each department submits a **course completion report** for each semester to the IQAC.
- **Feedback on the curriculum** is collected from students, teachers, parents, and employers.
- Based on stakeholder feedback and result analysis, the IQAC, together with the Academic Committee, makes necessary adjustments to the **curriculum delivery process**
- Continuous Internal Assessment

Continuous Internal Assessment

The mechanism of internal assessment (IA) is a two way process conducted at the college as well as departmental level. The sessional examination for both odd and even semester are conducted centrally by the college under the supervision of a duly constituted examination board. The examination board serves as a nodal agency for implementing all examination related issues as per the guideline and course curriculum of the affiliating university.

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

1.2 Academic Flexibility

1.2.1

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

Response: 22

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

Other Upload Files

1	View Document
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1.2.2

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

Response: 9.17

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

2023-24	2022-23	2021-22	2020-21	2019-20
640	824	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

: B.H. College carefully follows the syllabus prescribed by Gauhati University. The syllabus includes various cross-cutting issues relevant to Gender, Environment and Sustainability, Human Value and Professional Ethics. Being located in a rural area and catering to rural masses, efforts are taken to integrate the various cross cutting issues through the curriculum and supporting activities. There are courses that integrate cross-cutting issues into the curriculum..

The college also conducts various activities/programs relevant to these cross-cutting issues.

Environment and Sustainability:

- A compulsory course on Environmental Studies is part of the curriculum across all undergraduate programs. It covers topics such as climate change, biodiversity, environmental conservation, and sustainable development.
- The college actively promotes **environmental sustainability** through initiatives like tree plantation drives, waste management mechanisms, energy saving measures and clean and green campus initiatives.
- Introduction of plant identification technique using QR code by the department of Botany.
- Active participation of students is ensured in promotion of environmental awareness through tree plantation, campus and neighbourhood cleanliness drive, plastic-free drives etc.
- Celebration of important days like World Environment Day, World Wetland Day, Ozone Day, etc through student speech programme, poster competition, essay writing competition, etc to spread awareness among the students about the importance and necessity of conservation of environment.
- Field Trips and talks on various environmental issues by experts are organized in order to promote environmental awareness.
- Participation of students in campus cleaning programme and Swachh Bharat Abhiyan nurture them to work for environment where they actually belong.

Gender sensitivity:

- Organising events and competition, like poster making, art, debate, drama on issues related to gender sensitivity to aware the students.
- Organising expert lecture programme on laws of sexual harassment, health and hygiene.
- Female students are encouraged to join NCC and NSS in order to promote the development of their personality and life skills.
- Creation of institution wide awareness on gender issues.

Human values and Professional Ethics:

- Human values and Professional ethics are **embedded in various subjects**, particularly in disciplines like business, law, social sciences, and management. Courses related to business ethics, legal frameworks, and moral philosophy encourage students to develop a strong ethical foundation.
- Active participation of students in activities like **blood donation** camps inculcates the values in them.
- Compulsory enrollment of students in **value added courses** under FYUGP.

- **Extension and Outreach Activities** are organized for creating a sense of empathy and social responsibility.
- The College has organized programmes on **plagiarism and Research Ethics** in order to inculcate research and publication ethics among the students.
- The institution emphasizes ethical behavior through the enforcement of a strict **code of conduct** for students, faculty, and staff, which promotes fairness, transparency, and accountability.
- **Faculty mentors** guide students on ethical and value-based living, offering counseling and support on moral dilemmas and personal challenges.

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

1.3.2

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

Response: 20.35

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

Response: 730

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

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.14

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

2023-24	2022-23	2021-22	2020-21	2019-20
1394	1382	1291	1210	1114

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1460	1377	1317	1243	1182

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 67.12

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

2023-24	2022-23	2021-22	2020-21	2019-20
639	625	513	497	423

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

2023-24	2022-23	2021-22	2020-21	2019-20
850	848	816	772	732

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 47.2

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college has implemented a range of initiatives to prioritize **student-centric learning** across the entire teaching and learning process. Emphasizing the autonomy and preferences of learners, the institution identifies students' interests and skills to tailor educational experiences accordingly. The key measures adopted include:

Experiential and Participative Learning

- **Optional Papers:** In various UG (Honours) and PG courses, optional papers are taught based on students' choices. Learners' opinions are actively considered when deciding which optional papers to offer in each semester, ensuring that choices are not imposed by faculty.
- **Field Trips and Visits:** Departments regularly organize field trips, industrial visits, excursions, and visits to Assemblies or Schools, enabling students to gain practical experience in their respective subjects. These programs are conducted by the Arts, Science, and Commerce departments as required by the syllabus.
- **Seminars and Project Work:** Seminars and project work are integral to experiential and participative learning. Practical subjects and skill-based courses include project work to facilitate active learning.
- **Invited Lectures:** Students gain exposure to experiential learning and research through lectures by eminent academicians and experts from various fields.
- **Skill-Based Add-On Courses:** These certificate courses offer experiential learning and introduce students to various career options. Add-On courses are available to students based on their preferences.
- **Participative Learning Activities:** Students are encouraged to engage in participative learning through activities such as paper presentations, debates, subject-specific quizzes, group discussions, and extempore speeches.

Problem-Solving Methods

- **Laboratory-Based Problem Solving:** In subjects requiring laboratory work, students are encouraged to tackle problems using a 'trial and error' approach, enhancing their problem-solving skills.
- **Innovative Projects:** Occasionally, students are assigned innovative projects to foster creativity and develop problem-solving abilities.

Use of ICT-Enabled Tools and Online Resources

- **ICT and Wi-Fi Access:** The college provides internet services, including Wi-Fi, to both teachers and students.
- **Smart Classrooms:** The institution has installed 20 nos. of ICT-based classrooms and 2 nos. of Smart Classrooms to enhance the efficiency of learning.
- **Learning Management System (LMS):** Integrated with the college website, the LMS allows teachers to upload subject-related content, such as class videos, notes, and assignments. The LMS portal (www.user.bhcollege.ac.in) facilitates the distribution of assignments, class tests, periodic evaluations, attendance tracking, and study material uploads.
- **Blended Learning:** The college delivers its curriculum through a blended mode, combining ICT-based and traditional classroom practises to enhance the effectiveness of teaching and learning.

- **Library E-Resources:** The library provides access to e-resources via N-LIST, DELNET, e-pathshala, SWAYAM, and other platforms. Users can access over 199,500 e-books and 6,000 e-journals from the N-LIST database.
- **NDLI Membership:** The library is a registered member of the National Digital Library of India (NDLI), granting users access to over 600,000 e-books.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 94

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

2023-24	2022-23	2021-22	2020-21	2019-20
80	80	80	80	80

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

2.4.2

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

Response: 73.14

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

2023-24	2022-23	2021-22	2020-21	2019-20
60	59	53	52	51

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Response:

The college has established a **transparent and robust examination system** for both internal assessments and external evaluations. This system also provides a platform for students to address any concerns regarding their internal examination results.

Internal and External Assessment Mechanism:

- **A permanent Examination Board**, led by a senior faculty member as Secretary and supported by additional faculty and staff, oversees the examination process.
- **Examination notifications** (both internal and external) are communicated via the Exam Notice Board and the college website.
- Students are informed about the **evaluation process** through the college prospectus, website, university website, notice boards, and classroom counseling.
- Under the FYUGP system, **40% of each paper's marks are allocated to internal** assessment, while the remaining **60%** are evaluated through Semester Exams. Internal assessments include sessional exams, assignments, and class attendance.
- **Sessional exams** are conducted simultaneously across all programs and departments, with prompt

feedback provided to students. Evaluated scripts are returned with comments and suggestions for improvement.

- **Attendance records** are maintained by each department, and students are regularly informed if their attendance falls below the required standard. During the pandemic, attendance requirements were temporarily suspended.
- Sessional marks and attendance records are **displayed on departmental notice boards** and the college website.
- **Semester End Examinations** are conducted in strict adherence to the affiliating University's guidelines.
- The college ensures effective evaluation through the Examination Board, feedback from external supervisors, and an annual review by the Exam Centre Committee.
- Before final exams, a **public meeting** is held with local citizens, academicians, and administrators to form a Centre Committee that monitors the examination process and conducts a social audit of the examination accounts. Any violations or discrepancies are promptly addressed by the college authorities, and suggestions for future improvements are implemented when possible.
- The affiliating University designates certain colleges as **Evaluation Zones** for on-the-spot evaluation of answer scripts. B.H. College has successfully managed several Evaluation Zones, earning full satisfaction from the University and all stakeholders.

Grievance Redressal Mechanism:

The college implements an effective grievance redressal system at three levels: departmental, institutional, and university.

- **Departmental Level:** Students can report grievances related to internal evaluations to their department. The department may allow re-examinations for valid complaints or missed exams due to legitimate reasons.
- **Institutional Level:** The College's Grievance Redressal Committee handles all student grievances, including those related to exams. Students can submit written grievances through the "Grievance Box." The committee follows a formal process to resolve disputes. Students unsatisfied with internal assessment marks may request for a re-examination with valid reasons.
- **University Level:** For semester-end exam grievances, students can submit a formal complaint to the Examination Board or Head of the Institution. The Board reviews grievances within three days of submission, examining relevant examination papers and supporting documents. Complaints about final results are forwarded to the University, with progress updates provided to the complainant. Issues typically involve non-reflection of internal marks, discrepancies in mark sheets, or requests for re-evaluation.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

- The college offers **25 UG Programmes** (14 from the Arts Stream, 7 from the Science Stream, 3 from Commerce Stream and 1 from Management discipline-BBA) and **3 PG Programmes**.
- The **POs, PSO and COs** are uploaded and displayed on the college website in simple and clear language so that students remain fully aware of the outcome expected of them and desired by them at the end of the programme.
- At the beginning of the Session/Semester, **Induction/Orientation Programmes** are held on POs and Cos.
- The college also publishes a **Prospectus** at the beginning of the session which contains detailed information regarding the Programmes and Courses.
- The college endeavors to inculcate in its students the **common graduate outcomes** such as critical thinking, communication skills, teamwork, leadership qualities, information/digital literacy, ethical awareness, multicultural sensitivity etc.
- The Course Outcomes are designed based on the principles of **Bloom's Taxonomy** which include six levels of learning- Remembering, Understanding, Applying, Analysing, Evaluating, and Creating.
- The **learning outcomes** of each course are inbuilt into the prescribed syllabus and these form the basic guidance in determining and planning the teaching, learning and assessment strategies.

Mechanism of Communication of Programme and Course Outcomes

The college has an effective mechanism to communicate programme and course outcomes to all stakeholders:

Communication to Teachers:

- At the beginning of each academic session. Faculty Meetings at the Department levels are held to ensure the communication of POs, PSOs and COs to the faculty.
- Faculty members are occasionally invited in the syllabus revision meetings conducted by the University and, by that way, the teachers become aware of the changes and modifications done in the syllabus which are later communicated to the departments and students.
- The college occasionally organizes programmes on POs, PSOs and Cos for the teachers and students.
- **Communication to the Students**
- POs, PSOs and Cos are well-displayed on the college website and on the Department Notice Boards.

- Orientation Programmes are organized before the commencement of the semester at each programme separately to communicate the details of POs, PSOs and Cos to the students.
- During the time of classroom teaching/discussion, faculty members keep the students informed of the scope and extent of the discipline and future opportunities.
- Counseling is provided through the Students' Help Desk. Help Desks are provided at the time of admission to meet the queries relating to POs, PSOs, and COs.
- Course outcomes are kept in mind while designing extra and co-curricular activities of the students.
- The IQAC evaluates the feedbacks of the stakeholders and necessary steps are taken to rectify the drawbacks in POs, PSOs and COs.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Mapping of Cos and Pos

Mapping of COs into POs depends upon instructor's opinion and judgment. The weight of a mapping ranges from 1 to 3. The programme owner chooses how to interpret the weightage value. But the key is that there should be some discernible diversity in the connecting. If there is no connection at all the cell is kept blank.

Assessment of COs attainment

The COs attainment is assessed as under:

Direct Attainment	Sessional Exam I: 30 marks	The best is converted into 20 weightage.
	Sessional Exam III: 30 marks	
	Assignment/project work/seminar, etc: 20	
	End Semester Examination: 60 marks	
Indirect Attainment	End Semester Feedback collected about the course from the students	

**As attendance could not be connected to COs so the information is not utilized*

Direct CO Attainment = 0.6 ´ End Semester Exam Attainment

+ 0.4 ´ Internal Assessment..... (1)

Indirect Attainment of Course Outcome

To obtain the indirect attainment of the Course outcome a questionnaire is prepared and circulated amongst the students preferably on the last day of the end semester examination. The indirect attainment is measured using a rating scale as not attained, low level of attainment, medium attainment and high level of attainment.

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

2.6.3

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

Response: 84.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
878	762	812	709	631

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

2023-24	2022-23	2021-22	2020-21	2019-20
946	896	945	907	817

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 18.7

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	1.7	6	0	11

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Response:

Integration of Indian Knowledge System (IKS) in Teaching and Learning

The Indian Knowledge System (IKS) represents a holistic, culturally rich educational approach, blending ancient wisdom with modern knowledge. It emphasizes comprehensive development beyond textbooks, incorporating arts, sports, and extracurricular activities. B.H. College has effectively integrated IKS into its teaching and learning process.

Cultural Enrichment:

B.H. College regularly organizes workshops on folk music, drama, and dance. A value-added course on

performing arts, in collaboration with KAV, also highlights traditional folk culture in college events.

Holistic Development:

The college fosters holistic development through various cells and centers, including NCC, NSS units, Red Ribbon Club, Red Group of Society, Sports Cell, Adhigram, and Sahitya Chora (Literary Club), which actively engage students in diverse activities.

Practical Application:

Hands-on learning is emphasized through project-based experiential learning in the curriculum. The institution offers add-on certificate courses that bridge theory and practice, equipping students with skills for professional challenges.

Language Proficiency:

B.H. College promotes bilingual course delivery (Assamese and English) and covers multiple languages, including Sanskrit, Hindi, Bengali, and Bodo, ensuring students gain, proficient communication skills alongside academic competence. A language lab is recently developed to meet the language proficiency of the students.

Inclusivity and Accessibility:

The college strives to make education accessible to all, regardless of socio-economic background, by adopting inclusive practices and providing tailored support to meet diverse learning needs.

Digital Literacy:

B.H. College prioritizes digital literacy, offering e-resources, e-classroom facilities, ICT-equipped classrooms, and laboratories. Students are encouraged to pursue online courses through platforms like SWAYAM-NPTEL. Additionally, the institution has been offering certificate courses like web designing, DTP and E-accounting, Digital Marketing, etc in order to enrich digital proficiency of the students.

Environmental Consciousness:

The college integrates sustainability education, banning single-use plastics on campus and conducting environmental audits. Initiatives by NCC, NSS, Adopted Village Cell, and Scout and Guide focus on raising environmental awareness in the surrounding community. The green Audit Cell of the college takes the necessary initiatives for creating environmental consciousness among the students.

Entrepreneurial Skills and Global Competence:

B.H. College provides structured support to instill entrepreneurial skills and prepare students for global challenges. Industrial visits, interaction programme with the successful entrepreneurs are frequently organized to instill the entrepreneurial skill of the students. Add on certificate courses like Small Entrepreneurship Development, Makeup and Hair Style, Bakery and Confectionery, etc have been taught successfully to enrich students' employability as well as making them self-employed entrepreneurs.

The institution takes the following measures to foster global competence among students:

- Organising awareness programme on global issues like climate change, human rights, sustainable development, etc.
- Promoting the ability to interact respectfully and effectively with individuals from diverse cultures, languages, and traditions.
- Offering the knowledge of english language based courses and exchange programs to broaden students' cultural exposure.
- Integrating global issues and diverse perspectives into the curriculum to ensure students are exposed to a range of worldviews.
- Using technology to connect students with peers, experts, and learning resources from around the world.
- Developed a Central Instrumentation Centre for experiential learning and enhancing global competencies

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

3.2.2

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

Response: 104

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	57	21	8	2

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**Response:** 0.95**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
25	13	21	15	08

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

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 1.27**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
25	18	21	36	09

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

3.4 Extension Activities

3.4.1

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

Response:

Response:

With a view to exhibiting social commitment, the institution conducted various extension activities in neighbouring schools, areas and villages. These types of activities foster a bridge between the institution and the neighbouring communities. The neighbouring communities are made aware of various social issues, health issues and other vital issues concerning the ecosystem. The various works instituted in the college undertakes and monitors the activities held outside the college in the nearby areas and hereby serves a linkage to bring holistic development to the area by building up a campus community partnership. The activities undertaken are intended to offer the needy and underprivileged communities who belong to the lower strata of society. The marginalised class is our preferred target and thereby through the extension activities the college gets an opportunity to empower the neighbouring community.

College- Local Community Partnership: With an objective to help the lower strata of the society, the college has conducted various programmes such as:

- General Health check up camp
- Awareness on road safety
- Legal awareness camp
- Participation Spit free India Mission
- Competition on Drawing, Essay-Writing etc. in nearby schools
- Promoting national integration
- Awareness on vigilance
- Awareness and promotional programme of Regional Films
- Preparedness to combat Covid 19 pandemic.
- Awareness on Book reading

- Important site visit
- Sports' meet
- Fit India Freedom Run
- Awareness Programme on Balanced Diet

Helping the Marginalized: With an objective to help the marginalized section of the society the institution has initiated following programmes:

- Financial assistance for medical treatment
- Helping the poor during nationwide lockdown
- Active participation in UNNAT BHARAT ABHIYAN

Flood Relief Activities: Our institute has initiated following flood relief operations:

- Regular contribution to CM Disaster Management Fund.
- Provide relief to the flood affected people.
- Health camps for the flood victims and poors.

Conservation of Environment: Our College has initiated following programmes for conservation of environment in the locality:

- Maintaining **clean and green** campus.
- Taking measures for water conservation and **ground water** recharge.
- Celebration of **World Environment Day**
- **Plantation** of saplings outside the campus particularly in the adopted villages and roadsides.
- Initiation of **eco museum particularly for preservation of Orchids of the region.**
- Development of **Social Forestry** within the campus in collaboration with Forest Department, Govt of Assam covering an area of 1.3 hectare.

Women Empowerment: To empower women of the area our institute has initiated the following programs:

- Research on unnatural death of girl child.
- Implementation of **gender audits** and **gender-responsive budgeting** ensures a systematic approach for evaluating and addressing **gender disparities** within the institution.
- The college has introduced skill-based certificate courses such as **Bakery and Confectionery**, as well as **Makeup and Hairstyling**, specifically designed to empower and equip female students with practical vocational skills.
- Regular health checkup and health awareness programme
- Physical training for self defence of the girls' students.

Unnat Bharat Abhiyan:

The college has an Adopted Village Cell which was formed under the guideline of Unnat Bharat Abhiyan, Govt of India. Apart from organising various awareness programme, this cell has been working for the socio-economic upliftment of the rural masses of the adopted villages.

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

3.4.2

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

Response:

Response:

The relentless dedication of B.H. College and its various departments to community outreach and societal engagement has consistently led to the institution receiving numerous prestigious awards and recognitions. These accolades, earned during nearly every year of the 3rd cycle of assessment, underscore the college's commitment to its role in promoting social, environmental, and health initiatives, alongside academic excellence.

The following awards and recognitions highlight the impact of the college's sustained efforts:

1. Certificate of Recognition from the Department of Health and Family Welfare, Government of Assam (2022)

This recognition was granted for the college's active involvement in health-related awareness programs and community service initiatives. Through partnerships with healthcare organizations and government bodies, B.H. College has played a key role in promoting public health, organizing health camps, and raising awareness about preventive care.

2. Certificate of Appreciation from Marwari Yuba Manch, Barpeta Road Branch (2023)

The college was honored for its collaboration with the Marwari Yuba Manch in organizing social welfare activities and community-based events. This recognition highlights the institution's engagement with local organizations to create a positive societal impact through joint initiatives aimed at public welfare.

3. Certificate of Appreciation from Barpeta Road Municipal Board, Barpeta Road (2023)

This award was given for the institution's proactive involvement in urban development and civic responsibility. B.H. College was recognized for its efforts in participating in various programs led by the municipal board, including cleanliness drives, public health campaigns, and urban beautification projects.

4. Certificate of Appreciation from Howly Municipal Board, Howly (2023)

Similar to its recognition by the Barpeta Road Municipal Board, the college was also appreciated by the Howly Municipal Board for its role in community-centric initiatives. B.H. College has actively supported local government programs focused on improving civic life and enhancing the quality of living in Howly through volunteer work, public awareness drives, and student participation.

5. Certificate of Appreciation from the Department of Forest and Environment, Government of Assam (2024)

The college was acknowledged for its significant contribution to environmental conservation efforts. The Department of Forest and Environment recognized B.H. College for its involvement in sustainability programs, such as tree plantation drives, wildlife protection initiatives, and the promotion of environmental awareness among students and the larger community. This award reflects the institution's ongoing commitment to preserving the environment and fostering a sense of responsibility toward nature.

These accolades not only honour the college's extensive efforts in various domains but also reflect the institution's strong ties to government bodies, non-governmental organizations, and the broader community. Through its consistent contributions, B.H. College has solidified its reputation as a socially responsible institution, deeply invested in the welfare of its region and beyond.

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

3.4.3

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

Response: 80

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

2023-24	2022-23	2021-22	2020-21	2019-20
07	35	31	1	06

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

3.5 Collaboration

3.5.1

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

Response: 22

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute is situated in a rural area comprising 52 Bighas of land. The institute has sufficient conventional classrooms, digital classrooms, **computer lab** and **laboratories** for providing a fruitful teaching learning environment. A planning committee is constituted to plan, execute and evaluate the infrastructural requirements.

Residential Facilities:

The college campus has a built in area of approximately **1,36,461 square feet** (excluding canteen and quarters) including **two Girls' hostels** and **one Boys' hostel**, **Guest House** alongwith **residence of the Principal** and **Hostel Superintendents**.

Classroom Facilities:

- There are 66 classrooms (2 smart Classrooms, 21 ICT enabled classrooms with interactive panels and projectors).
- Classrooms are equipped with Wi-Fi facility for effective teaching learning experience.
- Most classrooms are sufficiently spacious, hygienic, well ventilated and equipped with sufficient equipments.
- All the departments have a separate common room for faculty.
- CCTV cameras are installed in the campus, corridors and most of the classrooms.

Laboratory Facilities Maintained:

- Department of Zoology: 2
- Department of Botany: 4
- Department of Chemistry: 3
- Department of Physics 4
- Department of Education: 1
- College maintains a **Language Lab** and a **Cultural Museum**.

Computing Facilities:

- There are total **134** computers, **5** Photostat machines and **30** printers available in the academic session 2023-24.
- **Two** computer Labs, one having **30** computers with Wi-Fi facilities and another having 10 computers.
- Soft-wares used: Sage Math, Latex, Mathematica, Sci Lab, R programming, SPSS, C-programming. Excel, Stata.
- One server for administrative activities and library software.
- There is an e-resource centre equipped with 10 computers with internet connectivity..

Sports Facilities:

The institution provides adequate sports facilities to the students. The college has an organization called 'Centre for Sports and Physical Education' led by the Nodal Officer and a Sports cell to maintain a pro-active sports environment in the campus. There is a student union secretary for sports under the supervision of a teacher-in charge. Annual College Week is organized every year in which various sports competitions and cultural activities and competitions are conducted.

- The College has a spacious **playground of 7500 sq. meters** for outdoor sports. There are separate **courts for basketball, volley ball, and kabaddi** and a well-furnished **Indoor Stadium** equipped for badminton, table tennis and other indoor games.
- **Gymnasium:** There is gymnasium equipped with multi-gym facilities.
- There is a **unisex open gym** covering an area of 4000 sq. feet
- There is a **Yoga Centre** with necessary yoga material.

Facilities for Cultural Activities:

The College co-ordinates the cultural activities through the Cultural Cell which works with the Cultural Wing of the Students Union.

The college offers the following facilities for the students in respect of cultural activities:

- Musical instruments for classical, modern and Folk songs (flute, Dhol, Dotara, kham, nagara, doba, tabla, harmonium etc.).
- Training through professional experts.
- Auditorium used for dance and musical performances.
- Provide all facilities for participation in the cultural events of the intra-college competitions of the college week, e.g. drama competition, dance competition, music competition etc.
- Provide all facilities for participation in the cultural workshops like folk dance workshop, mime workshop, drama workshop, folk orchestra workshop etc.

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

4.1.2

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

Response: 55.47

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

2023-24	2022-23	2021-22	2020-21	2019-20
97.26	113.63	66.55	115.95	86.67

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library of B. H. College is situated in the southern part of the college academic building in the campus. The three-storied library building of the college spreads over an area of 3600 sq. ft. which includes a large reading room of capacity 150 readers, an e-resource corner equipped with 10 computers with internet connectivity, and a reference cum research section.

1. There is a collection of 51545 text books, 505 reference books, 9 print journals, 6000 N-List database e-journals, 110819 DELNET data base e-journals, 8 news paper and 15 megazines in the central library.
2. There is a PG (Commerce) Library comprising of 6013 numbers of text and reference books and a spacious reading hall.

3. The central library is automated with the latest Integrated Library Management Software (ILMS) solution **KOHA (version 20.11)** and it provides a reader friendly interface for searching resources in the library along with its availability status.
4. The Online Public Access Catalogue (**OPAC**) facility is available in the library which helps the users to track the books easily. **Web OPAC** has also been installed for convenience of the library users.
5. The library provides access to e-resources through **N-LIST, DELNET, e-pathshala, SWAYAM, etc.** The users can access 1, 99,500+ e-books and 6000+ e-journals from the N-LIST database.
6. The library is a registered club member of **NDLI**. The users can access 6, 00,000 + e-books through NDLI.
7. There is a **Village Library** to cater the needs of the students of neighbouring society. This library is run by the dedicated volunteers from the student community under the leadership of a professor in-charge.
8. The central library has a collection of **20 out of print rare Manuscripts** of historical relevance and **61 books on Dr. Bhupen Hazarika**.
9. The library provides **photocopy services** to the students at a nominal cost.
10. **CCTV cameras** are installed to ensure optimum surveillance.

Library Sections:

- Book Collection- Subject wise- DDC-Dewey Decimal Classification
- Reprography Section- Print, Photocopy and Scan.
- Reading Hall Section
- Back-Volume Section.
- Research and Reference Section.
- Circulation Section.

Library Services:

- Computerized Issue/ Return, Renewal
- Subscription of various Journals-Print and Online
- The Library has Open Access System
- **E-Resources** Access for all users
- Wide subscription to **OAE** (Open Access E-Resource)
- **Orientation programmes** for new members on Library Resource use
- Reprographic Facility
- **Remote Access** to the Various Digitized Materials.
- **CCTV** surveillance for security reinforcement.
- Library Web-Page
- **Digital Library Module** (college magazine, prospectus, previous question papers, class notes, manuscripts, institutional news, newsletters, dissertation etc.)
- Digital Attendance of Reader.
- QR Code Service
- Social Media Facilities (Facebook Page, YouTube channel of B. H. College Library)
- Ask a Librarian Service
- Best Reader award

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

B.H. College has integrated Information and communication Technology (ICT) in its academic and administrative activities and planing to complete automation of the regular activities of the college. Admission, administrative and academic process are integrated with IT to make the process convenient and transparent.

- The teaching-learning process is enhanced by incorporating **ICT tools and e-resources**. There are **02** smart classrooms and **20** modern classrooms equipped with interactive panel, projectors and internet. Soft-ware used are Sage Math, Latex, Mathematica, Sci Lab, R programming, SPSS, C-programming. Excel, Stata, etc. Most of the classrooms are under CCTV surveillance.
- There are total **128 numbers of** computers, **5 nos. of** Photostat machines and **30** nos. of printers in the College. There is a computer Lab with 30 no's of computers with Wi-Fi facilities.
- There is a **seminar hall with video conferencing facilities** for academic purposes.
- There is a **video conferencing room** with a sitting capacity of 30.
- The campus is Wi-Fi enabled . The BSNL optical fibre service is installed. There are altogether 17 numbers of internet connections in the college with a bandwidth of 502 to 200 Mbps
- **Learning Management System (LMS)** is introduced through an online portal integrated with the college website. Through this portal students can attend online classes, report attendance and can access study materials, ppts, video lectures etc.
- **Enterprise Resource Planning (ERP)** software version 0.1.83 was installed in 2018 for Office Automation. It helps effectively manage student data, carry out online admissions, taking feedback, collect payments and monitors students' progress. It also helps in financial management and accounting.
- The central library is automated with the latest Integrated **Library Management Software (ILMS) solution KOHA (version 20.11)** and it provides a reader friendly interface for searching resources in the library along with its availability status.
- B. H. College Library has a **digital library module** automated with KOHA software with cloud server facility. Projects, dissertations and question papers are provided through digital repository. The Library has regular subscription of E-journals and E-books via INFLIBNET.

- **Online User Management System** is introduced through a dedicated portal (www.user.bhcollege.ac.in) for the purpose of taking students attendance, periodic evaluation, distribution of study materials, leave management, tracking API, etc.
- All departments are equipped with **computers and Wi Fi connectivity**.
- Institute has a dynamic **website** and active social media platforms like **Facebook, twitter and Instagram**. The social media platforms are used for streaming of important events in social media.
- **Biometric attendance** for teaching and non teaching employees of the college. The college campus has been covered by **CCTV surveillance in 24 x 7 hours**.
- The college has **five Photo-Copier machines** which are dedicatedly used for the teachers, employees and the students.
- The institution has a customised platform for taking online classes, webinars and online conferences using **Google Meet, Zoom Cloud** etc.
- As an affiliated college under Gauhati University, the college uses **online form fill up portal** extensively for the benefit of the students.
- The institution has a digital notice board (signage) for displaying all sort of important announcement.

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

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 26.77

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 134

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 44.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
105.45	108.02	66.57	34.19	69.18

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 68.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
2312	2148	1898	3062	1435

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 3.91

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

2023-24	2022-23	2021-22	2020-21	2019-20
288	196	0	121	19

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 32.39

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

2023-24	2022-23	2021-22	2020-21	2019-20
340	278	278	205	181

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

2023-24	2022-23	2021-22	2020-21	2019-20
806	844	827	731	750

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

5.2.2

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

Response: 3.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
29	23	10	8	18

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

5.3 Student Participation and Activities

5.3.1

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

Response: 24

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	6	4	3	4

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 4.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	6	4	3	4

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

5.4 Alumni Engagement

5.4.1

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

Response:

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

B.H. College Alumni Association is a registered organization under the Registration of Societies Act, 1860 and the Registration Number is **RS/BAR-2/237/95 of 2022-23**.

B.H. College Alumni Association, since its inception in 2002, has been making significant contributions to the overall development of the institution through financial and other support services.

Apart from the general Alumni Association, there is separate Alumni Association for B.H. College Men's Hostel and for all the departments. Under the initiative of B.H. College Men's Hostel Alumni Association, the Golden Jubilee of the hostel was celebrated with a great deal of enthusiasm and gusto. On this occasion, a souvenir was published comprising write-ups from the ex-boarders of hostel. Besides, **a new entrance gate** was constructed for the Men's Hostel under the financial support of the Alumni Association of B.H. College Men's Hostel.

B.H. College Alumni Association extended its helping hand in the **installation of computers** in the Central Library of the college and also in the Department of Commerce Stream.

B.H. College Alumni Association played the most proactive role in the grand and colourful celebration of the Golden Jubilee of the college in 2016-17. For the celebration of the Golden Jubilee, the alumni of the college made generous **donations to the Golden Jubilee Fund** and a large share of the contributions came from the alumni of the college.

On the occasion of the Golden Jubilee, a Souvenir, huge in volume comprising more than 600 pages was published. A large number of alumni got involved with the **publication of the Souvenir**. The Chief Editor and one of the joint editors were Alumni.

Sjt. Hrishikesh Goswami, an alumnus of the college, **discharged the responsibility of the chairperson of the Governing Body** of the college for a term of five years from 2015 to 2020. It may be mentioned that Sjt. Goswami was the Media Advisor to the then Chief Minister of Assam from 2016-2021.

In 2019, S.N. Das, the founding principal of the college, passed away. In his honor, a commemorative

volume was published, featuring numerous articles contributed by alumni. A full-size bronze statue of him has also been installed on campus, partially funded by alumni donations.

As a mark of respect to the Founder Principal, B.H. College Alumni Association has also instituted **S.N. Das Memorial Research Fund for the promotion** of research among the young researchers. This Research Fund has offered stipends to the Research Scholar of B.H. College.

Several **Merit Awards of the college are sponsored by the Alumni** of the college.

One Book-shelf is donated by Shri Suresh Choudhury in memory of his late Grandmother Narbada Choudhury. Shri Choudhury is currently the President of B.H. College Alumni Association.

B.H. College Alumni Association maintains a permanent Bank A/C and receives contributions from ex-students and alumni from time to time. The Saving A/C is with the SBI, Simlaguri Branch and the current bank balance is Rs. 5,00,000/- . The Alumni Association planning to construct an Alumni House with more contributions from the alumni.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

B.H. College, a pioneer institute of Higher Education in Lower Assam was established in 1966. The College with its motto "Tamasoma Jyotirgomaya", meaning "lead me from darkness to light", aims to inculcate quality education among the students of this region.

Nature of Governance:

- B.H. College follows a **democratic and participatory mode of governance**. The College has a Governing Body which is formed as per the norms laid down by the government of Assam and functions constantly for the development of various aspects of the college. The Principal is the secretary of G.B and with President of G.B. along with other members from teachers, office staff, guardian and university nominees, formulate policies that are implemented through different functionaries of the college.

The College has a **perspective plan** for long term and short term development in accordance with its mission which is reflected in the following goals:

Long term goals

1. Infrastructure development to accommodate more class rooms, laboratories, auditorium, staff room, etc.
2. Applications for grants from RUSA, State Govt. and NGOs.
3. Achievement of national and international recognitions..
4. Construction of more hostels, teacher's colony, etc.

Short term Goals

1. Renovating the ageing infrastructure of the institution.
2. Improvement of teachers' profile.
3. Improvement in learning experience of the students through the use of ICT and other innovative methods.
4. Academic collaborations with nearby institution/colleges.
5. Conducting academic events at national and international level.
6. Implementation of the NEP.

B.H. College consistently promotes **decentralized and participative management**, which is reflected

in its administrative structure and strategic plan through the establishment of various committees to oversee all administrative, research, co-curricular and academic activities. The decentralized management practice of the college is well reflected from the following:

- **Principal:** The GB along with the Principal provides overall academic and operational support
- **Vice-Principal:** The Vice Principal looks after the academic side of the institution.
- **IQAC:** The IQAC monitors the academic and administrative activities.
- **HODs:** The Heads of Departments and faculty members perform their active roles and responsibilities associated with the vision and mission of the College.
- **Librarian:** Librarian, besides maintaining library accounts, plays important role in initiating vision and mission of the college.
- Teachers' proactive role is also considerably visible in the decision making process through various committees which function throughout the year.
- Teachers' representatives are present at all levels like **IQAC, Purchase Committee, Finance Committee, UGC Committee, Hostel Management Committee, College GB**, etc.
- Teachers also play an important role in the **Academic Committee, Admission Committee, Examination Board, Library Management Committee, Research Cell, Canteen Management Committee, Teachers' Council** and **Women Cell**.
- The **Physical Instructor** manages and monitors the sports activities and events in and outside the college.
- Teachers also discharge their duties in cultural, social, academic, environmental activities, **NSS, NCC, Women Cell, Literary Forum, Science Forum, Commerce Forum, Humanities and Social Science Forum**.
- Teachers' participation is also present in maintaining a **Rural Library** in the college campus, in rendering services to **adopted villages** and to **adopted neighbouring schools**.
- **The Academic Committee** takes important decisions regarding the execution of steps to ensure the **smooth implementation** and **seamless transition** of course structure towards **NEP**.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College adopted strategic planning and deployment document in 2017 based on the recommendations of the NAAC peer team during 2nd circle accreditation assessment. The document is a culmination of inputs and suggestions from all stakeholders with a view to pursuing standard of excellence by all the areas of teaching, learning, research, services offered and administration. Standardizing routine procedures, conducting regular interactive meeting and periodical checks through audit and compliances have ensured adherence to our quality policy.

Evidences of Execution

- **Post Graduate Programmes** were introduced in the subjects of **Assamese and Education** in the year 2018.
- Another **Girls' hostel** was constructed in 2019 with an intake capacity of 75.
- A **computer lab** is established in the year 2022 with 30 computers.
- 16 **skilled based certificate courses** were introduced in **2022-23. 6 more courses were added in 2023-24.**
- **Online teaching learning module** was introduced in 2019-20. A dedicated **LMS** is developed and has been used for assessment and evaluation. The Library is automated with **Integrated Library Management System (ILMS).**
- **Interactive panels** have been installed in **16 classrooms** and a **language research laboratory** is established.

Organizational Structure

Governing Body (G.B.) is the apex body in the organisational structure of the college. The G.B. approves all committees functioning in the college and all their activities. The Principal exercises administrative authority while the qualitative aspects are looked after by the **IQAC. HODs, chairman of each committee**, faculty members and office superintendent are also given autonomy to execute the vision, mission and policies of the institution.

An outline of various bodies in the college is given below:

Name of the Body	Functionality	Outcome
Governing Body	Governance, Leadership and Management	• Implementation of strategic plan • Implementation of employees welfare policy
	Development of infrastructure & learning resources	• Initiation of large-scale infrastructural development.
	Institutional values & best practices	• Formation of the village library • Formation of green & environment audit cell. • Allotment of land for social forestry • Creating the statue of the founder principal Late S.N.Das

		• Allotment of land for Jal Jeevan Achari, Govt. of Assam.
Academic Committee	Curriculum Aspect	• Review curriculum and syllabus
		• Introduction of new courses
Admission Committee		• Prospectus for admission
		• Peaceful admission
Feedback Committee		• Collection & analysis of feedback • Preparation of Action taken report
Institution's Council	Innovation Research & Innovation	• Enhance Scientific Skills • Promote Research • Support Innovation • Foster Collaboration • Contribute to society
Internal Complaint Committee	Institutional values & best practices	• Promote the sense of dignity and self-worth among girl students and ladies faculty members.
Examination Board	Teaching Learning and Evaluation	• Examination manual • Peaceful examination
Grievance Redressal Cell	Student support and Progression	• Grievance redressed
IQAC	Governance Leadership and Management	• Research consultancy and extension. • Strategic plan development. • Student mentoring. • Gender equity
Research Committee	Teaching Learning and Evaluation	• Promote quality publication
Library Management Committee	Infrastructure and learning resources	• Library automation • Development of LMS
Budget Committee	Governance Leadership and Management	• Financial Audit • Appropriate fund allocation
Anti ragging committee	Student support and progression	• Anti ragging policy
Student union	Student support and progression	• Student support activities
Career guidance cell	Student support and progression	• Counselling and placement support
Centre for gender equity and women welfare	Institutional values and best practices,	• Gender equity initiatives
Environment and green audit cell	Institutional values and best practices,	• Green audit • Energy & environment

		audit • Clean and green campus
File Description	Document	
Upload Additional information	View Document	
Institutional perspective Plan and deployment documents on the website	View Document	
Provide Link for Additional information	View Document	

6.2.2***Institution implements e-governance in its operations***

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

The Institution has various welfare schemes for teaching and non-teaching staffs as enumerated below:

Welfare Schemes introduced by the Institution

Education

- Preference to children of teaching and non-teaching staff for admission in staff Quota.
- Educational assistance to children of economically weak non-teaching staff
- Fee concession for children of the staff.

Support for career development/progression

- Incentives for research publication in care indexed/scopus/ web of science journals.
- Encouragement to aided faculty for FDP/UGC Research Fellowships
- Hand holding support from the research cell to attend/organize national/international workshops/conferences
- Special Leave to attend Summer School Programmes/workshops/Seminars/ Conferences, etc.
- SN Das Minor Research Project grants for students under the supervision of teachers.
- Computers, laboratories, and dedicated space for research.
- Computerized Digital Lab to enhance the use of Digitized Platforms Technical training to familiarize with Management Software System.

Financial Assistance and Incentives

- Employees Cooperative **Thrift and Credit** Society loans up to Rs. 15,00,000/
- Employees' disaster management fund.
- Special financial assistance from teachers' council.
- Earned leave benefit to the teachers
- Annual staff picnics and common celebration of festivals.
- Provision of pay protection for redeployed staff.
- Jobs on compassionate grounds to family members of the non-teaching staff

Medical

- Health insurance under Mukhya Mantri Lok Sevak Arogya Yojana (MMLSAY)
- Concession on medical expenses at tie-up hospitals.
- Free health checkup
- Emergency medical assistance at working hours from medical cell of the college.

Others Benefits/ Facilities

- **Creche (Day Care Home) services for staff children**
- Free vehicle parking
- Unlimited access to books from library.
- Free medical check up by the College health unit.
- Two college canteens for refreshment and meal purposes in off time situation.
- Pure drinking water facility.
- Proper hygienic lavatory system separately for male and female teaching and non-teaching staff.
- Indoor stadium & playground facilities for staff & students.
- ATM facilities for e-banking.

- Green gardening facilities.
- Separate departmental staff rooms, Day home facilities for female staff.
- Men's and Women's Hostel facilities for students.

Performance Appraisal:

The institution has an effective performance appraisal system for teaching and non-teaching staff. The College has a well functioning feedback system through which feedback is obtained from the students regarding performance of faculty members on the basis of various parameters such as course completion, timeliness, level of preparedness for the classes, etc.

Every year the outgoing batch of students are provided with teachers feedback form for taking feedback on teachers' performance. Students' satisfaction survey is also conducted and published in the institutional website. The process includes teachers' evaluation and campus evaluation surveys. The feedback forms are analysed and follow up actions are taken for betterment of teaching learning process.

The performance of non-teaching staff is appraised through the students' satisfaction survey based on parameters of efficiency, cordiality and overall helpfulness. After analysis the performance of non-teaching staff close monitoring system is followed by the authority. Special instructions are given to those staffs who could not fare well in their performance. The findings of teacher feedback and students satisfaction survey are then uploaded in the institutional websites in keeping with transparency norms.

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

6.3.2

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

Response: 12.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	16	16	0	0

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

6.3.3

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

Response: 18.26

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

2023-24	2022-23	2021-22	2020-21	2019-20
27	17	17	15	08

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	16	17	17	17

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution has a functioning strategy for the mobilisation and optimum utilisation of the resources and funds mobilised from various Government and Non-Government organisations. Most of the funds and resources received by the institution come from grants received from government for the purpose carrying out the operational activities of the college as well as development and augmentation of the physical, IT and academic infrastructure of the college.

The following are the main resources for mobilisation of funds by the college.

- Government Grants received for salary.
- UGC grants received for specific projects
- Grants received from RUSA based on specific projects of college infrastructure.
- Revenue generated from self-financing and Add-on course.
- Revenue generated from the sale of scrapped materials.
- Income from holding competitive examinations under various Testing Agencies and Bodies.
- Revenue from renting the auditorium and arable land and fishery in the campus.

For effective and efficient use of fund of the institution, budget estimates are regularly prepared in consultation with management, Principal, Head of the Departments and various committees constituted for this purpose in order to ensure efficient use of the financial resources. The Governing Body of the college approves budget estimates that are presented before them after scrutiny and mutual consultation. Mid-term checking of fund utilisation is made by the Principal and regular internal auditing helps us to monitor appropriate use of financial resources. Budget estimates may be revised to meet contingency

expenses. Compliances to the rules of expenditure as laid down by the UGC/RUSA and timely submission of audited accounts has helped us in receiving grants regularly.

The College also strives to receive funding in the form of grants from Research Agencies in order to mobilise such funds towards productive academic ventures such as organising National and International Seminars, Workshops, Faculty Development Programmes, etc. The College has thus succeeded in securing funds from Indian Council of Social Science Research (ICSSR) for the purpose of conducting National Seminar in the College.

Internal financial audit

- The records of the mobilisation and utilisation of funds are maintained regularly by the college authority in order to ensure reliability, verifiability and transparency in the matters relating to fund management. The accountant is responsible to maintain the accounts of the college and to ensure the availability of all the data relating to the financial transactions of the college. Internal Financial Audit is conducted every year where the accounts and financial statements of the college are scrutinised and their accuracy and reliability are verified.

External Financial Audit

The External Audit of the Financial Statements of the College is conducted by an eligible Chartered Accountant. After the completion of External Audit, the Chartered Accountant provides the remarks about the Financial Statements maintained by the College.

Year	Date	Report
2018-19	25/02/19	Verified
2019-20	23/04/2020	Verified
2020-21	21/02/2021	Verified
2021-22	18/05/2023	Verified
2022-23	18/05/2024	Verified
2023-24	28/08/2024	Verified

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of B.H. College, Howly was established on 12/12/2002. The IQAC has significantly contributed for institutionalizing the quality strategies and processes continuously over the years. It encourages different units and departments to create conducive atmosphere as well as to introduce skill based certificate courses, participate in Institutional Social Responsibility (ISR) Programme, organise various programmes like gender sensitization programme and celebration of significant days and so on. Some of the recent quality initiatives of IQAC, BHC include:

- Student Mentoring Policy through an effective Mentor-Mentee system
- Institutional Social Responsibility (ISR)
- Online Feedback Mechanism
- Blended Learning Module

The IQAC monitors and reviews the teaching learning processes of the institution. Based on feedback of students, alumni and parents, various innovative activities and reforms are constantly introduced by the institution in co-ordination with IQAC are as follows:

Periodic Evaluation of the Departments

The progress of each department is evaluated by the IQAC in the departmental meeting held at the end of the semester. It periodically reviews the teaching learning process, structures and methodologies of operations and learning outcomes. It ensures that blended methods of teaching, learning and evaluation are followed.

A. Adherence to Academic Calendar:

IQAC prepares the Academic Calendar of the institution based on the Academic Calendar of the Affiliating University. IQAC ensures that all the departments follow their Academic activities based on the institution's Academic Calendar.

IQAC also ensures that the class work for each subject is initiated in the College through a time table prepared by the routine committee and grievances relating to conflict of class timing are also cordially met.

B. Ensuring effective execution of Lesson Plans:

The lesson plan is prepared by each department to carry out its class work for each semester. Besides enriching the curriculum with guest lectures, industrial visit and internship has been planned and reported in the Teachers' Daily Report.

C. Students' feedback about teachers:

The institution has a feedback cell to assist performance evaluation. Students provide feedback on teaching methodologies, course delivery, attitude, strengths and weakness and difficulties faced in the subject. The feedback cell evaluates the feedback and the Principal with IQAC monitor the system and take appropriate corrective actions.

D. Student learning outcomes:

The institute monitors the performance of students regularly through specified procedure for collecting and analysing data on student learning outcome. The following methods in general are adopted by the institute in this context:

- Class tests and interactions.
- Midterm and continuous assessment comprising internal test, group discussions, field visits, etc.
- Seminar presentation and micro teaching

E. Semester and Examination:

- Providing lecture notes through online and offline mode.
- Timely redressal of students' grievances.
- Remedial Classes for underperforming students.
- Encourage to maintain 75% attendance in each semester.

F. Effective internal examination and evaluation system:

- The institution maintains an **effective internal examination** and evaluation system.
- Maintaining **Students results analysis** record.
- Provision of analysis of students' performance.
- Necessary follow up action to **improve Students' performance**.

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

6.5.2**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

B.H. College has implemented several initiatives to advance gender equity and equality, maintaining a gender-neutral approach to admissions, appointments, and co-curricular activities. The college actively promotes gender equity through affirmative actions and has launched various programs over the past five years:

- **Gender Audit:** Initiated in the 2018-19 academic session to identify and address gender gaps.
- **Centre for Gender Equity and Women Welfare (2019):** B.H. College has established a center to advance Women's Rights, address gender challenges, and promote an inclusive environment. This hub offers support services, skill development, and awareness programs, reflecting the college's commitment to gender equity and aligning with Goal 5 of the UN Sustainable Development Goals.
- **Self-Defence Programs:** Regularly organized to empower students.
- **Research Initiative:** Conducted under SARTATVA, focusing on the unnatural deaths of girl children in Barpeta District.
- **Awareness Campaigns:** Conducted in collaboration with the SP office at Girls' Schools in Barpeta District.
- **Budget Allocation:** Dedicated funds for the Centre for Gender Equity and Women Welfare

Gender Equity and Sensitisation in Curricular Activities

- **The college offers 13 courses** in the curriculum which address gender related issues. For example, specific papers in UG programs namely ***Political and Social Philosophy*** (PHI-HC-4016), Development ***Economics*** (ECO-HC-5026), ***Women and Society*** (EDU-HE-6046), Women and Literature (ENG-HC-5026), etc deal with gender theory and gender related issues.
- The college has 48 percent of girl students in the UG programmes in the current academic session (2023-24) and 58 percent girl student in the PG programmes.
- There are **23 women faculty** out of total sanctioned post of 74 and there are **18 female faculty members** against 23 numbers of contractual posts.

In Co-curricular Activities

- During last five years the college has organized **36 specific programmes** to sensitize the college community about gender.
- Major cells and committees like Centre for Gender Equity and Women's Welfare, Women Cell ,

Anti-ragging cell, Grievance Redressal Cell. NSS, NCC, IQAC, Sports Cell and the Girls' Hostel organize routine programmes on gender related themes.

- The college **organizes gender awareness, anti-ragging and anti-sexual harassment campaigns on different occasions**, particularly during student induction programmes. International Women's day is celebrated with talks, discussions, exhibitions etc. Students participate in various programme like special talk, self defence, legal security, cyber security and health awareness.

Facilities for Women

- **Safety and Security:** The college ensures the safety of all students, with 87 CCTV cameras across campus and round-the-clock security. Female staff are assigned to assist and monitor female students as needed.
- **Counseling and Orientation:** Gender-related counseling and orientation programs are regularly conducted. The Gender Monitoring and Review (GMR) Committee, formed in 2022, oversees gender counseling and sensitization activities. The Women Cell also celebrates National Girl Child Day and International Women's Day.
- **Basic Amenities:** The college provides essential facilities, including dedicated common rooms, incinerators, napkin vending machines, and PWD-designed toilets. A well-equipped day care center is available for up to five children.
- **Policy Initiatives:** Gender equity is supported by college policies, such as the Perspective Plan, Code of Conduct, Gender Equity and Sensitivity Policy, Employee Welfare Policy, and Student Grievance Redressal Policy.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution is committed to fostering a welcoming environment for all stakeholders, emphasizing cultural, regional, linguistic, and socio-economic harmony. Believing in cultural diversity and tolerance as key to social cohesion, the college attracts students and employees from diverse backgrounds, promoting unity in diversity.

Unity in Diversity

- **Inclusive Admissions:** The centralized admissions process ensures that students from various academic, linguistic, and geographical backgrounds are welcomed, creating a multicultural environment where diverse perspectives are valued.
- **Diverse Staff Pattern:** The institution employs individuals from across the region, reflecting a tolerant recruitment policy that enhances the cultural diversity of its staff.
- **Equal Opportunities:** Students from different urban and rural areas, economic backgrounds, castes, and religions are provided with equal opportunities to participate in various activities, fostering an **inclusive atmosphere**. The mandatory uniform policy further reinforces the message of equality.

Cultural Diversity

- **Promoting Cultural Awareness:** The college organizes seminars, workshops, and cultural competitions through Student Unions and various departments. Events like ethnic dress competitions and folk song contests celebrate the cultural diversity of the state and country.
- **Workshops:** The Assamese Department recently collaborated on a 15-day workshop on folk dance, beginning on June 15, 2023, showcasing the institution's commitment to cultural enrichment.

Regional Diversity

- **Rashtriya Ekta Saaptah:** Celebrating National Unity Week highlights the importance of national unity, despite regional differences, with a focus on commemorating Sardar Vallabhbhai Patel's birthday.
- **Hindi Divas Celebrations:** The college observes Hindi Divas on September 14th with events organized by the Hindi Department to instill values like self-respect, national integrity, and social equality.

Linguistic Diversity

- **Promoting Language:** Hindi Divas and other events emphasize the importance of linguistic diversity. The magazine, "Satsori," published since 1986 by Sahitya Chora, features content in seven different languages—English, Assamese, Bengali, Sanskrit, Hindi, Bodo, and Arabic.
- **Workshops and Programs:** The Assamese Department of BH College in collaboration with the Department of Sanskrit and the Library of BH College organised a workshops on seminal topics like Old Manuscript Studies and Assamese Poetry, promoting linguistic diversity.

Socio-Economic Cohesion

- **Inclusive Education:** The college ensures social inclusion by offering subsidized fees to underprivileged students, with free or reduced admission fees for female students and those from economically and socially disadvantaged backgrounds.
- **Community Engagement:** Initiatives like voter awareness programs, blood donation camps, and World AIDS Day observances, alongside environmental efforts like plantation drives under the "Amrit Briksha Abhijan," demonstrate the institution's commitment to social responsibility.
- **Unnat Bharat Abhiyan and Adhigram Initiatives:** Through these programs, students actively participate in community service, including teaching, sanitation drives, and promoting hygiene in neighboring areas.

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

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice: Participatory Learning

We believe in the perception of possessing innate potentiality of every student. To explore the talent of the students, the institution opened numbers of areas of participation for them according to their interest. Students involved in such program got an opportunity to exchange their views and opinions among the peers and enrich learning. People can enjoy the flavour of learning at their own which enhance their self-confidence and creativity.

2. Objectives of Practice:

- To develop students self-confidence, leadership quality, self-assessment ability and spirit of cooperation.
- To promote the ethical and social values of tolerance and inclusiveness.
- To enable learners to overcome obstacles, manage time and stress, and deal with challenges through participatory activities like Publication of Magazines, Wall Magazines, Activities in Students Forum, Publication of Departmental News Letter, etc.

3. The Context:

The race for success and self-aggrandisement spoiled the sense of empathy and joys from the mind of the students. Students are learning like a machine having little values for humanity and social wellbeing. As an institution founded on the human values and ethics, the college considers as its mission to support innate potentiality and all-round development of the students.

Students must exhibit caring attitude not only to fellow human beings, especially those underprivileged, but also to all life forms around them. The multi-pronged-programme launched by the college is an exercise in peer and experiential learning. It has taken up regular activities for active students' participation.

4. The Practice

Incalculating students' innate potentiality: To nurture students' innate potential, they are encouraged to participate in various fields such as art, music, sports, and cultural activities.

Publication Works: Students regularly publish magazines, wall magazines, newsletters, and the college magazine as part of their collective efforts.

Student Forums: Students engage in various extension activities through forums such as the Economics Forum, Political Science Forum, Science Forum, English Literary Forum, and Commerce Forum.

Creative Exhibition: During the Annual College Week, students showcase their inventions and creativity in exhibitions.

Students' Union: A students' union body is elected annually, providing practical exposure to democratic electoral processes.

5. Evidence of Success

- Enhance the creative skills of the students. Students write articles, poems in newspapers and periodicals as well as participate in Art and Drawing competitions.
- A good number of NCC cadets recruited in Assam Police and in Indian Army
- Various Departments regularly publish Departmental student edited Wall Magazine and Departmental E- News letter.
- The students of the Department of Hindi have been publishing a **Hand-Written Magazine** annually named as 'PRAYAAS', since 2016, which is a unique best practice of the Dept.

6. Problems Encountered:

- The schedule of the semester system appeared as one of the major problems towards executing such activities as the students hardly get anytime to spare after the routine exercise of the semester system. However, somehow the problem is managed by sparing more times after the routine works or sometimes during non-teaching days.
- Another issue is that initially the students consider these activities worthless as do not contribute to any credit earning. As such it takes time to streamline the students for such initiatives. However, once they are acquainted with the work they gradually develop fondness for it.

Best Practice: 2**1. Title of the Practice:****Enriching Students' Commitment to the Society through Extension Activities****2. Objectives of the Practice**

- To provide students a platform to discharge their social responsibilities.
- To create awareness about social issues among students.
- To make them understand the importance of maintaining surrounding environment healthy and clean.
- To sensitize students towards equality of gender.
- To make students aware of the importance of health and hygiene.
- To inculcate the national spirit among students.

3, The Context

In this era of materialistic approach towards life, students seem to be absorbed in attaining their materialistic goals by any means hence; they seem to be neglecting their social responsibilities. To make the students aware of social issues viz. environment conservation, gender equality, disaster management and inculcation of national spirit, are confronting us with more severity. These issues can be attended to at family, immediate society and at the level of educational institutions in which they are studying. B. H. College, Howly feels it imperative to address some of these issues through creating awareness among students by involving them in extension activities. This may bring about a positive change in the attitude of students towards these social issues.

4. The Practice:

Blood Donation: Students are always ready to donate blood either to the needy patient or at any blood donation camp. The college has a Red Ribbon Club, which sensitises students toward voluntary social services.

Sensitisation Drive The student groups visit old-age homes; char areas; destitute/isolation wards and child cancer wards of hospitals periodically.

Awareness Campaign: Students organise cancer awareness classes with the support of medical practitioners. Periodical health check-up for the detection of cancer and lifestyle diseases, eye diseases, hair donation campaigns, first aid classes etc., are also conducted.

Community Services: Community services undertaken by the students include family health surveys, Socio-Economic survey, and Survey on Water Quality.

5. Evidence of Success:

- Students **planted around 1000 plants** during the last five years both in and off campus plantation drives.
- Students voluntarily participate in **Blood Donation** through Red Ribbon Club and The Red

Group of Society. More than three hundred students have so far participated in blood donation.

- Students took initiative in measuring **noise pollution** level and taking necessary measures to minimize.
- Students regularly render community service through **ADHIGRAM, NSS and Adopted Villages Cell**.

6. Problems Encountered:

- Initially students were uninterested to participate in extension activities which they thought to be of least importance in scoring marks.
- Green Campus initiatives are challenging, so they require determination and a long-term commitment from all the stakeholders.
- Sufficient manpower is needed to sustainably maintain green practices.
- Lesser awareness among the students and community towards environmental issues aggravates the problem levels.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

COLLECTIVE IN-HOUSE PUBLICATION OF B.H. COLLEGE

The one area distinctive to its priority and thrust where the institution has shown some sort of performance is the publication of books on various topics by the publication cell of the College, publication of two journals by two departments, publication of magazines/booklets by various departments, Cells, Forums and Societies and, above all, the regular bringing out of wall magazines by

all the departments as well as the hostels of the college. The College has an institutional publication cell known as "B.H. College Prakasan Samiti". Under the aegis of this Samiti, a total number of 16 books has been published so far.

The B.H. College Prakashan Samiti, the publication committee of B.H. College, provides a platform for the publication of books. The objectives of the committee are to publish scholarly articles, research papers to encourage critical thinking, analysis and intellectual exploration. The notable books published by B.H. College Prakashan Samiti include- **Treasure Trove (A Collection of Research Articles)**, **Lakshminath Bezbaroa-The Man and the Mission** (Published on the occasion of 150th birth anniversary of Bezbaroa), **Guide to Careers**, **Taranga** (A collection of articles on scientific topics), **Bhurukat Mahabharat**, **Uttar Purbanchalar Abhas Aru Alosona**, **Pragya Sadhak: Dr. Banikanta Kakati**, **Prabandha Bibidha**, **Tulanatmak Sahityat Rashtriya Sanhati Chetana**, **Sadhak** (A commemorative volume on the late S. N. Das, the founder Principal of B.H. College), **Swarnabh Chintan** (Collected articles of Late S.N. Das, the founder Principal of B.H. College), **Jeevanprabha** (A Festschrift on Shri S.N. Das, the founder Principal of B.H. College, published on the occasion of the **Golden Jubilee** of the College) and **Dr. Bhabendra Nath Saikia- Pratibha Aru Sadhana** (A commemorative volume on the renowned Assamese writer and film maker). Digital copies of each book are available on the digital library of B.H. College website (<https://bhcollege.ac.in/online/dlibrary.php>)

B.H. College Women's Cell is a pioneer sub-organization within the college constituted for women empowerment within the college and outside. Besides organizing various seminars, workshops, lectures on different occasions inviting experienced resource persons from different fields of expertise; the Cell has also published two books, namely- **Artha Samajik Prexapatat Namoni Asamar Naari**, **Barpeta Jilar Samaj aru Nari**.

The college annual magazine plays a significant role in both academic and social environments offering numourous benefits. It showcases research and creativity, encourages critical thinking and writing among students, promotes campus culture and tradition, enhances college reputation. B.H.College publishes **B.H. College Magazine** annually to provide a platform where students can express their thoughts, opinion and creativity.

COMED (ISSN: 2347-7199)-The journey of COMED as a journal of Commerce stream of B.H. College, Howly began in the year 2003. However, this journal was made **Peer-Reviewed** research publication from the year of 2014.The objective of publication of this journal is to disseminate knowledge and information on recent development and emerging issues pertaining to business, trade, commerce, management and accounting. The latest issue (Vol.10: No.1:February,2024) is the tenth annual manifestation brought out at the behest of **Commerce Forum** of the college.

DUNARI (ISSN: 2322-0759)- A bi-lingual, yearly research journal on Language, Literature and Culture published by Asomiya Sahitya Chora, Department of Assamese. B.H. college Howly.

EDUCARE- A bi-annual and bi-lingual (Assamese and English) magazine published by **Education Forum**, Department of Education of B.H. College, Howly. Topics related to the field of education only are accepted for the publication.

SPECTRUM- A yearly departmental magazine published by **English Literary Society**, Department of English of B.H. College, Howly. It is a mouthpiece of English Literary Society and it is published to

encourage the students of English (Major/Honours) for writing creative and academic matters in English so that the students find a proper platform for the improvement of their skills in creative and academic writings.

DISHARI- A yearly research magazine in Bengali Language published by the Department of Bengali, B.H. College, Howly.

AIRAKHI- A yearly magazine written on Bodo Language published by the Bodo Students' Literary Association, B.H. College, Howly. It has been published since the Bodo Students' Literary Association of B.H. College, Howly, came into existence in 1991 as the mouthpiece of the literary body. It may be mentioned that a few writers associated with the Bodo Students' Literary Association have become well established writers of Bodo Literature and they have won prizes and awards including the prestigious *Sahitya Akademi* Award.

AAROHAN- A yearly magazine published by philosophical forum, Department of Philosophy, B.H. College, Howly.

ISTORIA- A yearly magazine published by the Department of History, B.H. College Howly.

DISMAL SCIENCE- A yearly E-Magazine published by the Department of Economics, B.H. College, Howly. The first edition of the magazine was published at the time of Covid pandemic, 2020. Though everyone was compelled to stay at home, Department of Economics took that as opportunity to keep the students engaged and the result was the publication of the highly informative E-Magazine containing write-ups from students as well as teachers.

The Cell or body known as **B.H. College Sahitya Chora** is a common platform for literary activities of the academic community of B. H. College, Howly. Established on 29th of September, 1986, the Sahitya Chora has already crossed almost four decades. Since 2007-2008, this literary body has been publishing annually a multilingual magazine with the title **Satsari** which accommodates write-ups from students and teachers and guest writers written in seven languages all together. This magazine reflects and represents cultural diversity and linguistic plurality of the college.

In addition to publishing books, most of the departments of B.H. College also publish **Wall Magazines** in each semester and on special occasions and **Newsletters** annually. Details are given below-

Department	Name of the news letter
History	Aitihaska
Economics	Echo (1st edition)
Economics	Ecoinsider (2nd edition)
Statistics	Statistika
Philosophy	Dristi
Assamese	Rang
Bengali	Barnil sanskriti
Hindi	Gyanam
History	Antiquity
Zoology	Zoologique
Physics	Pramana
Botany	Blossom

Chemistry	Cheminfo
English	The Newsletter

All newsletters are available on the B.H.College Website .(<https://bhcollege.ac.in/newspaper.php>).

Wall magazines and Printed Magazines published by the hostels:

Hostel	Wall Magazine	Printed Magazine
B.H. College Women's Hostel	Kachiali(Language-Assamese) Ankuran(Language-English)	Angana
B.H. College Men's Hostel	Dapon(Language-Assamese), Rengoni (Language-English)	Chinaki

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

5. CONCLUSION

Additional Information :

The college stands as a pillar of academic excellence and community commitment, characterized by its comprehensive and diverse range of academic programs. It caters to a wide spectrum of student interests and career aspirations. Additionally, the presence of a Post Graduate Departments underscores the institution's dedication to advanced education and professional growth.

The college boasts of a robust student body exceeding 3,000 students. This dynamic student population is supported by nearly 90 dedicated faculty members, each contributing to a vibrant academic environment. The faculty's commitment to providing top-notch education is evident in the consistent academic achievements of the students.

Since its inception in 1969, the college has a notable track record of academic success. This tradition of excellence continues as students regularly achieve commendable results in various final examinations, reflecting the quality of education and the effectiveness of the teaching methodologies employed.

In keeping with the rapid advancements in technology, the college has embraced the use of Information and Communication Technology (ICT) in the classroom. This integration of technology is aimed at enhancing the learning experience, making education more interactive and accessible, and preparing students for the digital age. The use of ICT not only supports academic learning but also helps students develop skills that are crucial in today's technologically driven world.

The college's mission extends beyond academic success to include a strong emphasis on value-based education. This approach ensures that students are not only well-prepared for their professional lives but are also instilled with ethical values and social responsibility.

The impact of the college's education is reflected in the success of its alumni, who are well-established in various fields. The extensive network of alumni serves as a testament to the institution's ability to equip students with the knowledge, skills, and values necessary to thrive in diverse professional environments.

In summary, the college exemplifies a balanced approach to education, combining rigorous academic programs, technological innovation, and a commitment to societal values. Its ongoing efforts to uphold high academic standards and to engage with the community highlight its role as a leading educational institution dedicated to the holistic development of its students.

Concluding Remarks :

B.H. College stands out as a beacon of academic excellence and holistic development, in support with the designed curricular and extracurricular framework. The institution's adherence to the evolving standards set by Gauhati University and its proactive integration of new educational policies, such as the National Education Policy (NEP), ensure that its programs are not only current but also forward-thinking.

A key strength of B.H. College lies in its student-centered teaching approach, which is effectively supported by a team of experienced faculty members and modern Information and Communication Technology (ICT) tools.

This combination fosters an enriching learning environment that caters to diverse student needs and promotes academic success.

Moreover, the college's commitment extends beyond traditional academic boundaries. Its emphasis on research, innovation, and community outreach highlights its role in contributing to societal advancement and addressing contemporary challenges. The institution's prevailing infrastructure and comprehensive support services further enhance the educational experience, providing students with the necessary resources to thrive.

Governance at B.H. College are reflective of a broader commitment to inclusivity, sustainability, and student empowerment. By fostering an environment that prioritizes these values, the college not only enhances its educational offerings but also reinforces its position as a progressive and responsive institution within the academic landscape.