BAHONA COLLEGE

Bahona, Jorhat, Assam

Institutional PwD & Accessibility Audit 2026

Prepared by

INTERNAL QUALITY ASSURANCE CELL (IQAC)

BAHONA COLLEGE

Jorhat, Assam

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P.O. Bahona, Jorhat – 785101, Assam, India

(Affiliated to Dibrugarh University | Recognized under UGC Sections 2(f) & 12(B))

INTERNAL QUALITY ASSURANCE CELL (IQAC)

Ref. No.: BC/IQAC/PwD-AUDIT/2026/_____ **Date: 18 / 11 / 2026**

CERTIFICATE OF INSTITUTIONAL PwD & ACCESSIBILITY AUDIT

This is to certify that a comprehensive Internal Accessibility and Persons with Disabilities (PwD) Audit of Bahona College, Jorhat, Assam, has been duly conducted in accordance with the statutory provisions of the Rights of Persons with Disabilities (RPwD) Act, 2016, the University Grants Commission (UGC) Accessibility Guidelines for Higher Educational Institutions, and the Bahona College Policy for Persons with Disabilities.

The audit encompassed an exhaustive physical inspection of campus infrastructure—including approach pathways, ramps, handrails, Divyangjan-friendly washrooms, reserved front-row seating across classrooms, the Central Library, and administrative blocks—as well as an evaluation of assistive learning devices, digital accessibility, and institutional grievance redressal mechanisms.

Based on physical verification and documentary scrutiny, Bahona College is certified to maintain a PwD-friendly, non-discriminatory, and inclusive academic environment, and remains committed to the phased execution of the recommendations outlined in this Self-Study Report to achieve universal accessibility.

Reema Rabha

Dr. Reema Rabha
Internal Auditor – I
Assistant Professor, Dept. of Economics
Bahona College, Jorhat – 785101

Dr. Pankaj Bora
Internal Auditor – II
Assistant Professor, Dept. of Political Science
Bahona College, Jorhat – 785101

Principal & Chairperson, IQAC
Bahona College, Jorhat – 785101
(Official Seal)

Principal
Bahona College

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INTERNAL ACCESSIBILITY & PwD AUDIT TEAM

Date: 18 / 11 / 2026

DECLARATION BY THE INTERNAL AUDITORS

We, the undersigned members of the Internal Accessibility & Persons with Disabilities (PwD) Audit Team of Bahona College, Jorhat, Assam, hereby solemnly declare and affirm that:

1. We have personally conducted the on-site physical inspection, infrastructural verification, inventory check, and stakeholder consultations for the Institutional PwD Audit of Bahona College in accordance with the Bahona College Policy for Persons with Disabilities, the institutional Code of Conduct, and the statutory mandates of the Rights of Persons with Disabilities (RPwD) Act, 2016.

2. All observations, infrastructure metrics, assistive technology inventories, compliance statuses, and recommendations recorded in this Self-Study Report (SSR) are true, accurate, and supported by verifiable institutional records and direct field verification.

3. The audit was executed with complete objectivity, impartiality, and professional integrity, free from any conflict of interest, with the sole institutional purpose of strengthening barrier-free access and inclusive higher education at Bahona College.

Dr. Reema Rabha
Internal Auditor – I
Assistant Professor, Dept. of Economics
Bahona College, Jorhat – 785101
Date: 18 / 11 / 2026

Dr. Pankaj Bora
Internal Auditor – II
Assistant Professor, Dept. of Political Science
Bahona College, Jorhat – 785101
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INSTITUTIONAL TESTIMONY ON PwD ACCESSIBILITY & INFRASTRUCTURE

I, Ms. Pollypriya Buragohain, Assistant Professor, Bahona College, and designated Member overseeing Divyangjan-Friendly Facilities under the Infrastructure Development and Management Committee (IQAC), hereby submit this formal testimony for inclusion in the Institutional Accessibility and Persons with Disabilities (PwD) Self-Study Report (SSR) for the year 2026.

In my capacity as a person from the category as well as a committee member responsible for monitoring and facilitating Divyangjan-friendly infrastructure on campus, I attest to the following institutional practices, physical provisions, and ongoing initiatives at Bahona College:

1. **Barrier-Free Built Environment:** The college has systematically developed and maintained concrete access ramps with supportive handrails across key ground-floor entryways—including the Administrative Block, Ground Floor Classrooms, and Central Library—alongside dedicated Divyangjan-friendly washrooms equipped with wide doorways and grab-bar support.

2. **Classroom & Academic Accommodation:** In strict adherence to the Bahona College Policy for Persons with Disabilities, the Code of Conduct, and the Teaching, Learning and Evaluation Policy, the first bench in every classroom is permanently reserved for students with disabilities. Whenever a student with locomotor or mobility impairment is enrolled, academic timetables and practical sessions are proactively scheduled in ground-floor rooms to eliminate vertical mobility barriers.

3. **Assistive & Library Support:** Working in coordination with the Central Library and Digital Service Centre, the institution ensures the availability of Braille slates, audiobooks, screen-reading software support, and standby wheelchairs, supplemented by regular sensitization programmes such as the annual observance of World Braille Day.

4. **Commitment to Continuous Improvement:** While existing campus facilities provide a supportive and inclusive learning environment, the Infrastructure Development and Management Committee remains actively committed to the phased implementation of the audit recommendations—specifically the expansion of tactile ground surface indicators (TGSI), high-contrast Braille signage, and improved vertical access for multi-storey academic blocks.

I affirm that the physical facilities and support mechanisms documented in this audit report accurately reflect the current infrastructure status and institutional commitment of Bahona College toward ensuring dignity, equal opportunity, and barrier-free access for all Persons with Disabilities.

Pollypriya Buragohain

Ms. Pollypriya Buragohain
Assistant Professor (PwD Category)
& Member (Divyangjan-Friendly Facilities)
Infrastructure Development and Management Committee (IQAC)
Bahona College, Jorhat – 785101, Assam
Date: 19 / 11 / 2026

1.1 Institutional Overview

Established in 1966 in a rural setting in Jorhat district, Assam, Bahona College is a premier two-faculty (Arts and Science) higher education institution committed to inclusive, equitable, and value-based education. Guided by its institutional vision of enhancing human capability and inculcating universal values, the college actively aligns its physical infrastructure, academic delivery, and administrative ecosystem with the Rights of Persons with Disabilities (RPwD) Act, 2016, the University Grants Commission (UGC) Accessibility Guidelines for Higher Educational Institutions, and the Bahona College Policy for Persons with Disabilities.

1.2 Alignment with Bahona College Policy for Persons with Disabilities

The internal audit evaluates institutional compliance against the core mandates codified in Bahona College's Policy for Persons with Disabilities alongside the institutional Code of Conduct and Teaching, Learning and Evaluation (TLE) Policy:

- **Non-Discrimination & Dignity:** Strict zero-tolerance stance against any wilful infringement upon the dignity, rights, or equal participation of Persons with Disabilities (PwDs) by students, faculty members, support staff, or campus visitors (Code of Conduct, Chapter 3, Article 8).
- **Inclusive Governance Mechanism:** A dedicated Committee for Persons with Disabilities and designated Divyangjan-Friendly Facilities representation under the Infrastructure Development and Management Committee (IQAC) monitor barrier-free access, welfare schemes, and policy compliance.
- **Classroom & Pedagogical Equity:** Mandatory permanent reservation of the front row/first bench in every classroom for students with disabilities (Code of Conduct, Article 9; TLE Policy, Clause 31), complemented by flexible evaluation accommodations, scribe support, and extra examination time in accordance with Dibrugarh University regulations.
- **Admissions & Financial Assistance:** Strict adherence to statutory reservation quotas during admissions and proactive facilitation of government scholarships and institutional fee waivers for Divyangjan learners.

1.3 Audit Scope & Methodology

The internal accessibility audit covered the entire campus, encompassing the Administrative Block, Foundation (Old) Building, New Arts Building, Science Building, Central Library, Digital Service Centre, Auditorium, Indoor Stadium, Canteen, and Boys' and Girls' Hostels.

- **Core Audit Parameters:** (i) Physical & Built-Environment Accessibility, (ii) Assistive Technologies, Library & Digital Accessibility, (iii) Academic, Examination & Sensitization Support, and (iv) Institutional Governance & Grievance Redressal.
- **Verification Methodology:** On-site physical inspection and measurements of ramps, pathways, and washrooms; physical verification of assistive equipment inventories; review of institutional policy documents and timetables; and stakeholder consultations.

2.1 Physical & Built-Environment Accessibility Assessment

Physical inspection of academic, administrative, and student-support blocks yielded the following compliance profile:

Audit Component	Current Institutional Status & Field Observation	Compliance Status
Campus Entry & Pathways	Level, paved approach roads connect the main gate to the Administrative Block, Central Library, and academic buildings; designated accessible parking spaces are earmarked near the main entrance.	**Compliant**
Ramps & Handrails	Concrete access ramps fitted with supportive handrails are installed at key entry points of the Administrative Block, Ground Floor Classrooms, and Central Library.	**Compliant (Ground Floor)**
Divyangjan Washrooms	Dedicated accessible washrooms provisioned on campus featuring wider entry doorways, level thresholds, and supportive grab bars.	**Compliant**
Classroom Seating	First benches in all 33 classrooms are permanently earmarked and clearly labelled for PwD students in line with institutional policy.	**Fully Compliant**
Vertical Mobility	Upper-floor classrooms and laboratories in the New Arts and Science Buildings currently rely on staircases; mandatory ground-floor room shifting is practised whenever mobility-impaired students are enrolled.	**Partial (Lift Planned)**
Signage & Wayfinding	Standard directional boards are installed across campus blocks; tactile ground surface indicators (TGSI) and high-contrast Braille room plates require phased expansion.	**Partial**

2.2 Assistive Technologies, Library & Digital Accessibility

- **Central Library Support Services:** The automated Central Library (KOHA-enabled, housing over 33,000 volumes and e-resources via N-LIST and NDLI) maintains a dedicated PwD support desk offering priority book-issue/return services, ground-floor reading access, and personalized staff assistance.
- **Assistive Devices & Software Inventory:** Supported by institutional infrastructure grants (including RUSA) and the PwD Policy, the college maintains assistive learning aids comprising audiobooks, audio-assisted study materials, screen-reading/text-to-speech software workstations at the Digital Service Centre, and standby wheelchairs.
- **Digital & Web Accessibility:** Institutional circulars, academic calendars, and QR-code-linked departmental e-resources are hosted on the college portal, with ongoing technical upgrades aimed at full screen-reader compatibility.

2.3 Academic, Sensitization & Support Ecosystem

- **Awareness & Sensitization Programmes:** Annual observance of World Braille Day (4th January) organized by college, orientation sessions on disability rights during student induction and morning assemblies, and active faculty research and workshops on disability inclusion in higher education.
- **Mentoring & Grievance Redressal:** Continuous faculty mentoring through Student Diaries alongside an accessible online and offline Grievance Redressal Cell ensures timely resolution of academic, infrastructural, or interpersonal concerns.

3.1 Institutional SWOT Analysis (PwD Accessibility)

STRENGTHS	WEAKNESSES
• Formalized Policy for Persons with Disabilities reinforced by enforceable clauses in the Code of Conduct and TLE Policy. • Functional ramps with handrails, accessible restrooms, and strict enforcement of first-bench reservation across all 33 classrooms. • Availability of assistive learning tools (Braille slates, audiobooks, digital centre screen-reader support, wheelchairs) and regular World Braille Day observances.	• Absence of elevator/lift facilities or hydraulic stair-climbers for independent vertical access to upper-floor laboratories and classrooms. • Limited tactile ground surface indicators (TGSI) and high-contrast Braille signage across older academic blocks.
OPPORTUNITIES	**CHALLENGES**
• Leveraging UGC, RUSA, PM-USHA, and CSR infrastructure grants to upgrade multi-storey vertical mobility and expand assistive software licenses. • Utilizing internal faculty expertise in disability rights and policy research to host regional accessibility sensitization workshops across Jorhat district.	• Retrofitting older load-bearing masonry structures (Foundation Building) to meet contemporary universal design standards within recurring budgetary constraints. • Ensuring continuous technical maintenance of specialized assistive hardware and digital accessibility tools.

3.2 Actionable Recommendations & Implementation Roadmap (2026–2028)

To advance from foundational compliance toward comprehensive universal accessibility, the Internal Audit Team recommends the following time-bound measures:

- **1. Tactile Paving & Braille Signage (Short-Term: 2026–2027):** Install continuous Tactile Ground Surface Indicators (TGSI) linking the main campus gate to the Administrative Block, Central Library, and accessible washrooms, complemented by bilingual and Braille room-identification plates.
- **2. Multi-Storey Vertical Access (Medium-Term: 2027–2028):** Incorporate a passenger lift/elevator or ramped vertical connector in the upcoming infrastructure expansion of the New Arts/Science complex, while continuing mandatory ground-floor classroom and practical lab scheduling for PwD students in the interim.

- **3. Digital & Assistive Technology Expansion (Short-Term: 2026–2027):** Audit and upgrade the official college website to WCAG 2.1 Level AA compliance and establish dedicated NVDA/JAWS screen-reader and magnification terminals in the Central Library and Digital Service Centre.
- **4. Annual Capacity-Building & Evacuation Drills (Ongoing):** Conduct annual orientation workshops for teaching and administrative staff on inclusive pedagogy, assistive device operation, and PwD-inclusive emergency evacuation protocols.

End of the Report