



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BAHONA COLLEGE

BAHONA COLLEGE NIMATI ROAD BAHONA

785101

www.bahonacollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bahona College is a premier higher education institution situated at Nimati Jorhat Road of Jorhat District, Assam. It is a crowdfunded institution located in the midst of a rural green environment. The college was established in 1966, to cater to the needs of higher education as well as to alleviate the socio-economic conditions of the larger locality within which it is located. Bahona College is affiliated to the Dibrugarh University. In the Academic Year 2021-22, it is offering 12 honours programmes- BA Honours in Assamese, Economics, Education, English, History and Political Science and BSc Honours in Botany, Chemistry, Mathematics, Physics, Statistics and Zoology. Currently it has three add-on courses. It has a Higher Secondary Course and Distance Education Center and Community College as part of its Academic Extension initiative. Bahona College is a co-educational institution with a current male female ratio of 10:9.4.

We at Bahona College believe in the following core values:

Humanity: We believe that faith in Humanity is the beginning of true wisdom and the anchor of life. Life and education would be meaningless without faith in Humanity.

Integrity: Bahona College believes that honesty, sincerity and justice signify the core of a person's character. We sincerely abide by the highest and universal ethical standards in all spheres.

Dignity: Bahona College believes that the dignity of the individual is the foundation for the empowerment and socio-economic transformation. We are committed to uplift the dignity of all through quality education.

Excellence: Bahona College believes that commitment and dedication produce excellence. We set high benchmarks of academic and holistic excellence and provide innovative, globally competent and realistic processes and services for the success of every person associated with Bahona College.

Objectives: The overall objective is to achieve holistic development of the students. The specific objectives are -

To foster academic activities that support the mission of the College.

To equip the students for higher education, career development, building capability and developing work culture.

To develop national, social and cosmopolitan values for responsible citizen.

To provide opportunities for civic, economic and cultural development in the communities that feed the College.

To make students, staff and local community aware of environmental issues and to work for the protection and promotion of the environment.

Vision

Commitment to the society for enhancing capability, developing personality and inculcating intrinsic, universal values through quality higher education.

Mission

Maximizing efforts for grooming young energetic human resources through excellence in academic, co-curricular and community oriented exercises.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Pre-designed vision and mission.

Well-designed Perspective Plan and Policies.

Financial transparency and systematic documentation.

A clean, green and beautiful campus.

A growth in physical infrastructure according to academic growth.

Hostels for female and male students.

ICT tools in classrooms.

Along with traditional courses, emphasis is given to run skill development courses.

Multidisciplinary- Ready for NEP approach of the institution.

Increasing academic flexibility.

E-resources accessible to students through the library.

Performance of students in university exams and in sports and culture have been satisfactory.

A strong relationship with the neighbourhood communities due to collaborative extension works.

Linkage established with reputed institutions and MoU signed to undertake collaborative works.

Well-structured, participatory and decentralized governance.

E-governance in important areas.

Pro-active Principal, sincere, cooperative and dedicated faculty members and non teaching staff.

Well structured and active IQAC.

Sound Alumni involvement and contribution.

Institutional Weakness

Scope of introducing self-financing courses is limited due to the weak economic background of the majority of learners.

Drop out among students is visible.

Remote location of the institution.

Non availability of staff quarters.

Lack of institutional transportation facilities.

Limited number of programmes/courses.

Dependent heavily on Government funding.

Infrastructural facilities of games & sports still beyond up to the mark.

Consultancy services are not linked with income generation.

Institutional Opportunity

Peaceful environment and cooperative neighbourhood

All-round progress in recent years is an opportunity for expansion.

Enthusiastic research environment.

Dynamic work culture.

Large number of students are getting scholarships, freeships, financial support.

Revised and updated vision and mission statement.

Scope of collaboration for research activities as the college neighbours several research institutions.

Because of a diverse range of outreach programs, a leadership role in the neighbouring communities.

Semester programme with preset academic and activities calendar.

Positive attitude towards students' support.

Participation of stakeholders in various activities.

Achievement in sports and culture is an opportunity to capitalize for better performance.
Prospect to start tourism related short term courses.

To start an innovation and incubation centre to promote the rural economy.

Additional skill enhancement programmes can be initiated.

Rural nearness gives much scope of study and research in socio-economic issues.

Institutional Challenge

To provide world class facilities to its learners in order to make them globally competent.

To increase campus facilities with expansion of land area.

To adopt strategy for the use of full intake capacity of the departments.

To improve programme completion rate.

To build up a self-promoting quality development mechanism.

To upgrade sports facilities and other extracurricular aspects.

To strengthen sports activities, a qualified permanent physical instructor must be appointed.

Financial limitation in terms of fee collection.

Irregular disbursement of funds by government agencies.

To ensure placement to graduated students.

To digitalize all the classrooms.

To build a daycare center in the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Bahona College ensures effective delivery of curriculum by publishing prospectus, preparing academic

calendar, class routine, teaching plan, organizing orientation programme, conducting offline and online classes, tutorial and remedial classes, by mentoring and monitoring the students and by conducting internal and end semester examinations.

Bahona College adheres to the academic calendar for continuous internal evaluation, experiential and experimental learning, End Semester Examinations and for different events and programmes. College adopted online academic transactions during Covid-19 induced lockdown so that college can smoothly continue its academic and co-curricular activities as scheduled in the academic calendar.

Teachers of Bahona College have participated in the activities related to curriculum development by developing syllabus of add-on courses. Teachers participated in the assessment process of examinations conducted by Dibrugarh University by setting up question papers and evaluating answer scripts. Dr. Rofique Ahmed is a member of the BoS in Economics for UG Programme under Dibrugarh University.

College has adopted Choice Based Credit System in 2019 and presently in all the programmes CBCS has been implemented.

Since 2016, the college has offered six Add-on/ Certificate Programmes, Currently it has three Add-on/ Certificate Programmes. During this period, 316 students have been enrolled and 258 students have completed their course.

The curriculum of Bahona College deals with cross cutting issues like gender, environment, human values, professional ethics etc. College has not only taken steps for imparting cross cutting issues in its classroom transactions, but also outside the classroom activities.

The courses offered by Bahona College promotes experiential and project works. Nine courses that Bahona College offered included experiential learning and 834 students have undertaken project works, field work, internship etc. in the last five academic sessions.

Bahona College has developed a six fold online mechanism for obtaining feedback from students, teachers, employers and alumni. It also collects feedback from guardians. The feedback collected online are analyzed and based on the feedback, different actions are taken. The feedback report and Action Taken Reports are available on the website.

Teaching-learning and Evaluation

Bahona College believes in a holistic and inclusive pedagogy. The teaching-learning process of the institution is fair, interactive, experiential, cutting-edge and transparent.

Instead of insisting on uniformity and standardisation, the college focuses on identifying the learning level of each student, and customising pedagogy that caters to their needs, aptitude and potential. Both advanced and slow learners are encouraged to learn at their own pace. For classroom instructions and assessment, the teachers use innovative methodologies.

To hone students as well-rounded individuals, classroom learning is complemented by experiential, participative and problem-solving based learning oriented towards critical thinking. This comprises of hands-on learning, field-based learning, advanced research, group learning, co-curricular activities, community service,

and learning oriented towards entrepreneurial activities.

To align the curriculum with the global digital revolution, the college encourages the use of Information and Communication Technologies [ICT]. The classrooms and seminars halls are equipped with state-of-the-art ICT. Teachers regularly use email, videoconferencing, cloud storage, video-streaming, slide sharing and instant messaging platforms. With this, the instruction method has increasingly become hybrid.

The evaluation process of the college is fair, impartial, progressive, properly monitored and transparent. The Internal Assessment is conducted by means of in-house examinations, groups discussions, seminars and other innovative methods. As an institution affiliated to Dibrugarh University, the college strictly follows the rules and regulations laid down by the University for this.

To ensure fairness and transparency of the evaluation, the college has a robust grievance redressal mechanism in place. The students have access to their evaluated answer scripts, and any grievance or discrepancy in the evaluation is resolved at the earliest.

The college delineates the Course Outcomes [CO], Course Specific Outcomes and Programme Outcomes [PO] before the commencement of each semester to map out the teaching-learning. The faculty, the students and the guardians/parents are properly acquainted with the CO.

The CO and the PO are measured by means of classroom interactions, internal assessment, performance in examinations and in co-curricular activities, progression to higher education, and employment after college. The college also has a feedback mechanism for students, teachers and alumni, which regularly surveys the attainment of CO and PO.

Research, Innovations and Extension

Bahona College has received grants from government agencies for research projects and endowment in the last five year. The Department of Education, Department of English, Department of Mathematics and Department of Zoology received grants for research activities from UGC and ASTEC.

Bahona College has organized 99 seminars/conferences/workshops conducted by the institution during the last five years. Since July 2016, a total of 99 papers of faculty members have been published in Journals notified on the UGC website. During this period, teachers of the college published books and chapters in edited volumes, published books and papers in national/ international conference proceedings. Total number of such publications is 193. College has also started an online multidisciplinary research journal in 2021.

The college has active National Service Scheme [NSS] and National Cadet Corps [NCC] Units. In addition to these, Assam Science Society (Bahona Branch), Environment and Climate Cell, Eco Club, Community Extension Cell, Health Care Cell, Women Cell, Institutional Biotech Hub, Teachers Unit, Students' Union- all these bodies and societies contribute significantly to the community development. Bahona College organized cleanliness drives, tree plantation drives, awareness camps, special camps, training programmes, health camps etc. in the neighbouring areas and adopted villages. College observed different days of local, national and international importance like Independence Day, Gandhi Jayanti, National Science Day, Human Rights Day, International Women's Day, Girl Child Day, AIDS Day, World Environment Day, Forest Day, Earth Day etc. to sensitize students and local community on different social issues. College has organized seminars, webinars, popular talks, workshops on the themes related to environment, tourism, media, pollution, rights, gender

equality, computer literacy etc. College has organized different programmes related to Plastic Pollution, Mushroom Cultivation, Vermicompost Production, Pickle Production, Animal Husbandry, Fishery, Entrepreneurship Development, Employability through Mobile and Digital Photography, Digital Transaction etc. College has organized different extension activities as part of its golden jubilee celebration programme in 2016.

College has received 19 awards, recognitions, and appreciation for its extension activities. NSS, NCC, Women Cell, ICC, Eco Club, Environment and Climate Cell and IQAC Cells organized 167 extension and outreach programmes during this period. On average, 62 students take part in each extension activities organized by the college during the period.

Bahona College has 26 functional MoU with national and international institutions, universities, industries, corporate houses etc. and it has organized 20 activities as part of those MoU. Faculty Exchange Programme, Field Trip, Project Work, Research, Cultural Programme, Book Exchange, Lecture Series etc. were organized as part of these collaborations.

Infrastructure and Learning Resources

Bahona College has a well-built campus with sufficient physical infrastructure for the academic, sports, cultural and other co-curricular activities. In a lush green total area of 5918 square metre there are 38 classrooms, 12 department rooms and 15 laboratories along with Principal's office, Finance & Accounts, Academic office, Vice Principal's office, Teachers' common room, and IQAC office. It has two ICT enabled conference halls and an auditorium of 800 seating capacity. College has an open field and an indoor stadium with a multigym for physical and sports activities. It has a Boys' Hostel and a Girls' Hostel. College spent around 31% of its total expenditure excluding salary for infrastructure augmentation.

Bahona College has a central library and 12 departmental libraries. The central Library of the college is fully automated. It has 33088 printed books and subscriptions of 6 printed journals, 8 newspapers and 10 magazines. It has 1147 reference books and a good collection of rare books. Library used SOUL 2.0 ILMS from 2009 till 2021 December and switched to Koha ILMS from 2022 January and has Barcode technology. The library is automated with Barcode Attendance, Searching and Cataloging using OPAC, digital library service, Wi-Fi connectivity, membership of NDLI and NLIST, WhatsApp based circulation, Online Book Requisition System, Online Booking, QR Code based service and online based ID card printing services. College library has subscription of e-journals and e-books through NLIST database. In the last five years, College spent Rs. 20.20594 Lakhs for the purchase of books/ebooks, journals/e-journals.

College has 11 ICT enabled classrooms and an up to date website, automated online admission system and feedback portal for the stakeholders. College has 118 computers and free internet with more than 50 MBPS speed is available for both students and teachers. It has subscriptions of Google Workspace, Webex, Teachmint etc. College regularly updates its IT facilities and for that it has signed MoU with different parties.

Bahona College spent Rs. 86.313 Lakh for maintenance of infrastructure related to physical facilities and academic support facilities. It has adopted a policy for the maintenance and utilization of physical, academic and support facilities.

Student Support and Progression

The institution has provisions for both Government and Institutional Scholarship. The Government scholarships available in the college are Post Matric Scholarship for ST/SC/ OBC, Ishan Uday Scholarship for NER and also freeships from the government. Total 2778 government scholarships are availed by the students in last five years. There are scholarships available at the institutional level for meritorious students. Besides the departments also have provisions for a scholarship for students with outstanding performance or special needs. There are also some non-government agencies and some individuals providing scholarships to the students. Total 192 non-governmental scholarships are availed by the students in last five years.

The institution also organises capacity building programmes along with career counselling programmes for the overall growth and development of the students. The institution also has an active and functional grievance redressal cell, that actively orientates, supports the students and resolves issues. The ICC, Gender Champions, Anti Ragging Committee actively reviews and monitors and resolves issues related to the respective committees.

The institution takes pride in the fact many of the outgoing students have progressed to higher education and also are placed with various institutions of repute government and private alike. Further, the students of the institutions have cleared various competitive exams like JAM, GATE, NET, SLET, CTET, TET and APSC. The students also regularly participate in various sports and cultural activities at inter-college and intra-college and have also won awards for the same. In the last five years, students have won 57 awards/medals for their outstanding performances. The institution also encourages students' representation in various administrative, co-curricular and extra-curricular activities.

The institution has a functional Alumni Association which contributes significantly to the development of the institution, financially and non-financially. Alumni meets are regularly conducted under Alumni Association and also at departmental levels. The alumni have been continuously and relentlessly working for the development of the college through necessary and timely assistance. Alumni of Bahona College have contributed more than 23 Lakhs and 60 Thousands rupees in the last five years.

Governance, Leadership and Management

Bahona College has a well-defined Vision and Mission; and the governance of the college reflects them. College has ensured a decentralized participatory nature of governance where teachers take active part in the decision making process. College has adopted a Perspective Plan and as per the Perspective Plan several important activities have been successfully implemented.

College has well defined policies and procedures of administrative setup and a clear order of functioning. IQAC and Principal Office have reciprocal relation in terms of quality management. Effective functioning of the various bodies or committees of the college is visible from the various policies and procedures.

College has implemented e-governance in the field of Administration, Finance & Accounts, Student Admission & Support and Examination.

College has a well-planned existing welfare measures and well-defined policies for its staff. College provides financial support to teachers for attending conferences and workshops. A total of 106 professional development and administrative training programmes were organized by Bahona College for its teaching and non-teaching staff; and 205 faculty members attended different courses for their development in the last five years.

The performance of the teaching staff is appraised by the Students' Feedback Analysis. Annual Performance Indexes of teaching staff are also considered at the time of promotion of teachers to higher grades.

Bahona College goes through two kinds of external audits and regularly conducts Annual Social Audit for financial activities. In last five years, college received Rs. 144 lakhs as donations from different non-governmental bodies, individuals etc. The institution has a comprehensive resource mobilization policy and procedures to ensure optimum utilization of resources.

The IQAC has consistently striven to institutionalize quality assurance strategies. Comprehensive online feedback mechanism and Community Services are two such initiatives. IQAC introduced two mechanism to review the teaching learning process- Strategic Planning, Implementation and Review of the Curriculum [SPIRC] and Departmental and Individual Audit [DIA].

IQAC organize regular meeting for ensuring quality teaching learning environment. It collects feedback and analyse them to take necessary corrective actions. College has regularly participated in the NIRF and AISHE survey and received recognition from different stakeholders for its initiatives.

Institutional Values and Best Practices

Bahona College has a gender monitoring and review committee, internal complaints committee, and women cell which works to maintain gender equity in and outside the institution.

College shows its environmental consciousness and sustainability by the use of alternate sources of energy such as solar energy, adopting energy conservation measures such as sensor-based, energy efficient appliances. Furthermore, the institution has policies and measures to manage degradable and non-degradable waste generated in the college premises. These include the Single-Use Plastic ban policy, Vermicomposting, Wastewater Recycling, etc. Besides, the institution has Rainwater Harvesting facilities.

As part of the green campus initiatives, there has been restricted entry of automobiles and provision of pedestrian-friendly pathways, charging points for e-vehicles, etc. Apart from that, various units, cells, societies, and departments of the institution carry out regular plantation drives, cleanliness drives, and awareness programs. The institution regularly assesses and acts to improve the quality of the environment by conducting quality audits like Green Audit, Energy Audit, and Environment Audit. For these initiatives, the institution has been recognized/awarded by various agencies.

Effort is made for a disability friendly campus by arranging crucial facilities like ramps, handrails, seat reservations, scribes, divyangan websites, and apps, etc. An inclusive environment is promoted in the campus.

The College promotes tolerance and harmony towards cultural, regional, linguistic, socio-economic and other diversities. It has sensitised students and employees towards constitutional obligation.

Code of Conduct of the college is applicable for all and awareness programmes on it are organized regularly. Code of Conduct serves as a keystone to professional ethics and rules.

To promote native cultural ethos, national and international integration, the institution celebrates/organizes numerous commemorative days, events and festivals of national and international importance.

The College has been focusing on environment and rural development in the neighbouring communities under two best practices titled – “Commitment to the Environment”, and “Dedication towards Rural Development”.

The College tries to stand apart from others of its kind by its distinct way for holistic development of the students called “Prepping and Progression Assistance for Rounded Empowerment or in short PREPARE”.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BAHONA COLLEGE
Address	Bahona College Nimati Road Bahona
City	Jorhat
State	Assam
Pin	785101
Website	www.bahonacollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Prasanna Kumar Dutta	0376-2398044	9435713575	0376-2398668	bahonacollege@rediffmail.com
IQAC / CIQA coordinator	Pankaj Bora	0376-9101354184	9101354184	-	iqac@bahonacollege.edu.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	15-07-1966

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Assam	Dibrugarh University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	21-06-1967	View Document
12B of UGC	30-11-2004	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				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Bahona College Nimati Road Bahona	Rural	6.276477	5918

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	BA,Assamese	36	HS Pass	Assamese	50	37
UG	BA,Economics	36	HS Pass	English,Assamese	30	12
UG	BA,Education	36	HS Pass	English,Assamese	40	27
UG	BA,English	36	HS Pass	English	30	20
UG	BA,History	36	HS Pass	English,Assamese	40	20
UG	BA,Political Science	36	HS Pass	English,Assamese	60	35
UG	BSc,Botany	36	HS Pass	English	35	11
UG	BSc,Chemistry	36	HS Pass	English	30	11
UG	BSc,Mathematics And Computer Science	36	HS Pass	English,Assamese	35	20
UG	BSc,Physics	36	HS Pass	English	30	20
UG	BSc,Statistics	36	HS Pass	English	25	4
UG	BSc,Zoology	36	HS Pass	English,Assamese	35	24

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				12				39			
Recruited	0	0	0	0	4	8	0	12	22	15	0	37
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	15	1	0	16
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	7	0	11	8	0	28
M.Phil.	0	0	0	0	0	0	7	3	0	10
PG	0	0	0	2	1	0	4	4	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	0	1
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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		Total
	0	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	115	1	0	0	116
	Female	117	0	0	0	117
	Others	0	0	0	0	0
Diploma	Male	13	0	0	0	13
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Certificate / Awareness	Male	33	0	0	0	33
	Female	16	0	0	0	16
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	15	19	24	16
	Female	10	15	16	9
	Others	0	0	0	0
ST	Male	20	18	33	26
	Female	14	12	14	5
	Others	0	0	0	0
OBC	Male	112	90	99	97
	Female	80	58	69	68
	Others	0	0	0	0
General	Male	113	96	99	61
	Female	72	55	71	49
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		436	363	425	331

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Bahona College has always strived for a multidisciplinary and interdisciplinary approach in its academic and co-curricular activities to achieve the goals as per the mission and vision of the institution. In its academic activities, students have to learn multidisciplinary courses such as Environment, Gender Studies, and Human Rights etc. In the non CBCS system, students had to undergo one paper on Environment and one paper covering Mathematics, Political Science, and History etc. In CBCS system Environmental Science is an Ability Enhancement Compulsory Course [AECC]. The college ensures a multidisciplinary approach in its co-curricular activities also. It regularly organizes workshops,</p>
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	<p>popular talks, webinars/seminars and training programmes on multidisciplinary themes. The present CBCS system also allows the students to choose subjects from different disciplines as well as projects in interdisciplinary and multidisciplinary mode by formulating teams from different courses. Students are also encouraged to formulate teams from different disciplines to participate in various events. Students are also encouraged to get engaged in community extension services in different nearby schools and adopted villages to exchange their knowledge and educate the various stakeholders of the institution on different issues such as gender equity, women empowerment and education, health and hygiene before and during COVID pandemic, sustainable use of natural resources, Swachha Bharat Abhiyan, developing ICT and life skills, management skills, etc. So, Bahona College has a legacy of multidisciplinary approach towards its academic and co-curricular activities. Bahona College has also adopted a Perspective Plan and a Teaching Learning and Evaluation Policy to promote a multidisciplinary learning approach. It has also decided to adopt a revised perspective plan in light of NEP 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Being an affiliated college under Dibrugarh University, Bahona College follows the rules and regulations framed by the affiliating University from time to time. As such, the college has neither registered at NAD nor at Academic bank of credits [ABC]. However, the college appreciates and welcomes the concept of the ABC and wishes to adopt the same in coming years as per NEP 2020 whenever adopted by the affiliating University in the forthcoming sessions. Till then, the College has motivated its students to register themselves at ABC so that they can avail the benefits of credit transfer under the present CBCS system.</p>
<p>3. Skill development:</p>	<p>The College has been organizing several activities to promote skills among its various stakeholders. It has organized activities for the development of soft skills, language skills, ICT skills, etc. for its students. College has organized different training programmes for the neighbouring people also to develop their entrepreneurial skills. Workshop for mushroom cultivation, vermicompost production, rearing of aquarium fish, pickle production, handmade ornament production, paper bag production, ICT</p>

	<p>training, etc. were organized by the college for local people and students. College has a Community College which offers skill based courses for local people. Skill Enhancement Courses are also part of its academic transaction. College also offers skill based certificate courses to its students. College is planning to start an Innovation and Incubation centre and this centre will promote different skills among students and local people. The Perspective plan of the college and Teaching Learning and Evaluation Policy of the college also advocate for organizing activities for skill development of different stakeholders of the college. The college has adopted seven villages and are regularly conducting various skill development programmes for the upliftment of their life. So, Bahona College is prepared to implement NEP.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Bahona College has integrated the Indian Knowledge system in its Teaching Learning process. It offers courses both in Assamese and English medium. The course contents cover ancient knowledge systems, philosophy, culture, ethical and moral values. Bahona College organized several activities which promoted the Indian Knowledge System. It organized webinars on Puppetry Culture, Art and Craft etc., organized Bhaona (a traditional mythological Assamese drama), traditional games, folk music and dance competition, poetry and recitation competition, etc. which promoted Indian Knowledge system. It has decided to introduce certificate courses such as Indigenous Medicine Knowledge, which will promote the Indian Knowledge System. Bahona College is ready to promote the Indian Knowledge System using modern technology and tools. It has subscription of e-resources, e-classroom facilities, ICT based classrooms, equipped laboratories, etc. and these are used to promote the traditional knowledge system of India. The college also has a library well-stocked with books, novels and magazines in both English and Assamese literature on religion, art and culture. So, Bahona College has started integrating the Indian Knowledge System and prepared to implement NEP 2020.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Bahona College focuses on Outcome based education where both teachers and students are well aware of the course outcomes and all fully focus on achieving the intended outcomes. The students of Bahona College take up courses with a certain goal of</p>

	<p>developing skills or gaining knowledge and they complete the goals by the end of the course. They are well oriented at the beginning of the session and are allowed to change their generic elective courses as per their interests. The faculty members of the College have developed various teaching learning contents such as PPT files, Videos, PDF notes, etc., which are available on the college website and may be accessed by the students as per their convenient time and space. College has focused on experiential and experimental learnings. Students are taken for field visits for field survey and practical knowledge. Hands-on training, workshops, popular talks, webinars/seminars, etc. on various topics are organized by the institution from time to time to achieve the intended learning objectives. Therefore, it can be said that Bahona College has successfully focused on outcome based learning mechanisms and prepared enough to implement NEP.</p>
<p>6. Distance education/online education:</p>	<p>Bahona College has a Distance Education centre as part of its academic extension services which presently offers courses starting from Higher Secondary to Post Graduation. Bahona College has successfully imparted all its courses content delivery in online mode during the COVID-19 Pandemic Lockdown and also conducted online examinations successfully by using different platforms such as Zoom, GMeet, Cisco Webex, Teachmint, Google Classroom, FreeConferenceCall, etc. Bahona College has subscribed to Google Workspace for smooth online teaching, learning and evaluation. College has digitized its library so that students can access resources online. College is working hard to upgrade the college website into a learning platform for students and for which, various course contents, recorded sessions of webinars, workshops, popular talks, etc. are uploaded and made available on the website for the students. The students are also encouraged to use various OER (Open Educational Resources) as well as to explore different online learning platforms such as Coursera, Udemy, ByJu's program, EdX, Virtual Lab, etc. for theoretical as well as practical education through different workshops, webinars, popular talks, etc. during and after the pandemic times. Therefore, it can be said that Bahona College is prepared for National Education Policy 2020.</p>

NAAC

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
396	331	314	314	314
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	14	14	14

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
890	834	893	838	865
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
133	133	133	133	133

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
272	216	193	176	164

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
51	49	41	43	48

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
51	51	51	51	51

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 31

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
110.90	139.27	143.69	238.10	145.31

4.3

Number of Computers

Response: 79

4.4

Total number of computers in the campus for academic purpose

Response: 79

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Bahona College is affiliated to Dibrugarh University and the entire course curriculum for degree programme is designed by the University. Certificate courses are designed by the institution itself. The planning and documentation is done accordingly.

Prospectus: Bahona College prepares and publishes its prospectus every year before the beginning of the year. All the information related to curriculum delivery is included in this prospectus. College printed hard copy of the prospectus till 2019 and since academic year 2020-21, college has been publishing only softcopy of the prospectus.

Academic Calendar: Bahona College prepares and follows an Academic Calendar based on the Dibrugarh University Academic Calendar. All the important dates related to curriculum delivery, admission, sessional examination, field visit, seminar, group discussion, examination form fill up, final examination, IA marks notification, result declaration etc. are included in the Academic Calendar. It includes major programmes and activities to be organized by the college. The Bahona College Academic Calendar is published as part of the prospectus. The same is also uploaded in the college website.

Class Routine: The routine committee prepares the central class routines considering the syllabus. The departments prepare the Departmental Class Routines and allot classes to the teachers based on the central routine. During the lockdown period, a flexible routine was followed so that students can attend the online classes conveniently.

Orientation: The College organizes orientation programme for the students. The Principal, Vice Principal, IQAC coordinator and HoDs of the departments and Teachers oriented the students about the course, syllabus, different facilities in the college and rules and regulations.

Teaching Plan and Syllabus Completion Certificate: Departments prepares semester wise teaching plans for the courses. HoDs monitor the implementation of these. At the end of semester, teachers submit the syllabus completion certificates.

Online Classes: To ensure effective curriculum delivery during the lockdown period, or during restrictions for physical classes, College subscribed to GSUITS for online classes. Teachers also used free versions of online conference platforms like Zoom, Teachmint etc. Online class practices are continued even after lockdown period, to complete the courses on time.

Tutorial and Remedial Classes: College ensures effective delivery of curriculum by conducting Tutorial and Remedial classes.

Monitoring and Mentoring: College monitors the learning of students through class tests, home assignments, group discussions and seminar presentations. Students' progress is monitored and necessary steps are taken for their academic enrichment. College has an effective mentoring system, where teachers of the departments mentor students on different issues related to both academic and non-academic fields.

Assessment and Result: The Examination Committee plans and conducts the Sessional and End semester examinations of the Dibrugarh University. The students have access to the sessional answer scripts. The end semester examination results are declared by the University.

Feedback: College takes and analyses feedback from all the stakeholders. During this period feedback was taken from students, teachers, guardians, alumni and employers. A Student Satisfaction Survey is also conducted and reports are analysed to take necessary action to make curriculum delivery more effective.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Academic Calendar: Being an affiliated college to the Dibrugarh University, Bahona College follows the Academic Calendar developed and issued by the University before the initiation of each academic year. However, college includes important days and events particular to the college in its Academic Calendar. The Academic Calendar clearly indicates the schedule for teaching learning exercise, includes holiday lists, and schedules various college events. Dates related to Internal Examination and Semester End Examination, dates related to Seminar and Group Discussion, and Field Visits etc. are included in the Academic Calendar. Both the University and the college Academic Calendar are published in the college prospectus and are made available in the college website.

Continuous Internal Evaluation: For a Continuous Internal Evaluation [CIE], HODs' of all departments prepare their schedule for teaching, departmental examination, seminar, group discussion and assignments in accordance with their allotted time table keeping the Academic Calendar and planned co-curricular activities of the college in mind. The students are also informed in advance about the dates of sessional examination, seminar presentation, group discussion and the deadline for assignment submission. Examination Committees issues notice and exam schedules for sessional examination and examinations are held accordingly. Internal Assessment marks are made public on scheduled date, as mentioned in the Academic Calendar.

Experiential and Experimental Learning: College has adopted experiential and experiential learning methods and for that students are taken for field visits on scheduled dates. Students select topics for Group Discussion and Seminar presentation from the field works. Teachers guide them in preparing their seminar papers. 25% of IA Marks are counted from their seminar presentation of performance in Group Discussions.

End Semester Examinations: End Semester Examinations are conducted as per the schedule prepared by Dibrugarh University. Examination schedules are published in advance and as per the Academic Calendar. Practical Examinations are held by the college and notices for practical examinations are issued well in advance.

Events and Programmes: Bahona College also celebrates or observes various co curricular events like the college week and freshman social which provide a qualitative impact of an inclusive and balanced education and allows all-round development of the students. These programmes are organized as per the Academic Calendar of the college.

Online Academic Transaction: During the Lockdown period, online classes and exams were held by departments considering the convenience of the students. Students were asked to submit assignments in Google Classroom, Email, WhatsApp, Teachmint etc. Students were asked to prepare presentation videos for internal evaluation. MCQ Quiz and Online Viva were held during the lockdown period. Once physical classes started, offline sessional examinations, seminar presentations, and GDs were resumed.

Revision and Update of Academic Calendar: As sudden outbreak of Covid in 2020 disturbed the academic schedule, college updated and revised its Academic Calendar in accordance with guidelines issued by state and central government, UGC and Dibrugarh University. Students' safety and conveniences have been considered as top most priority while revising the Academic Schedule.

Thus, college has ensured adherence to the Academic Calendar in all possible ways.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>Response: 100</p>	
<p>1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 12</p>	
File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

<p>1.2.2 Number of Add on /Certificate programs offered during the last five years</p> <p>Response: 11</p>											
<p>1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1</td> <td>2</td> <td>2</td> <td>3</td> </tr> </tbody> </table>		2020-21	2019-20	2018-19	2017-18	2016-17	3	1	2	2	3
2020-21	2019-20	2018-19	2017-18	2016-17							
3	1	2	2	3							
File Description	Document										
Institutional data in prescribed format	View Document										
Brochure or any other document relating to Add on /Certificate programs	View Document										
Any additional information	View Document										

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 7.29

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
66	37	60	57	96

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The curriculum of Bahona College deals with cross cutting issues like gender, environment, human values, professional ethics etc. Integration of cross cutting issues in the curriculum can be explained in two categories- The Syllabus and the Programmes and Activities

The Syllabus: The syllabus of different programmes offered at Bahona College deals in cross cutting issues. Syllabus of Political Science covers issues like Feminism, Human Rights, Democracy, Good Governance, Environment, Equality, Freedom, Justice, Multiculturalism, Citizenship, Global Social Movements, Decentralization, People's Participation, Leadership etc. Syllabus of History covers issues related to Gender, Environment, Ecology etc. Syllabus of Assamese includes topics related to culture and values in the society, Syllabus of English covers crosscutting issues like Feminism, Culture etc. Syllabus of Education department includes issues like Feminism, Gender, Women Education, Environmental, Human Values, Leadership, Peace, Human Rights, Ancient Knowledge etc. Syllabus of Economics covers issues like Environment and Ecology, Sustainability etc. Syllabus of Botany and Zoology covers environmental issues like ecology, sustainability, biodiversity, pollution, global warming etc. in their curriculum transaction. There are specific papers on Gender issues offered by the Political Science and the Education department. Environment is a compulsory course for both BA and BSc students. Certificate courses on Human Rights, Mushroom Production, Governance and Leadership also addresses cross cutting issues.

To sum up, Gender issues are covered in the syllabus of Political Science, History, English and Education;

Environmental and Sustainability issues are covered in the syllabus of Economics, Political Science, Botany, Education, History, Zoology; Human Values are covers in the syllabus of Education Political Science, Assamese; and issues related to Professional Ethics are covered in the syllabus of Education and Political Science.

The Programmes and Activities: Bahona College integrates cross cutting issues in the curriculum transaction by organizing different programmes and activities also.

Gender Issues: Internal Complaints Committee, Gender Monitoring and Review Committee, Gender Champions and Women Cell regularly organize Workshops, Seminars, Popular Talks, Orientation Programme, Postering, Street play, Competitions etc. and observe International Women's Day and National Girl Child Day etc. for promoting gender sensitivity among students.

Environment and Sustainability: IQAC, NSS, NCC, Women Cell, Environment and Climate Cell, Science Society, Eco Club, Students' Union and Teachers' Unit are actively involved in on campus and off campus activities for orienting students on environmental issues. Commitment to the Environment is a best practice of the college and all the stakeholders of the college contribute in this field. College regularly celebrates World Environment Dal, Forest Day, Earth Day, Animal Day etc. to promote environmental awareness among students.

Human Values and Professional Ethics: NSS, NCC, different cells under IQAC, Students' Union, Teachers' Unit, Women Cell etc. are actively involved in organizing events like International Yoga Day, World Environment Day, Human Rights Day, Independence Day, Constitution Day, Aids Day, Communal Harmony Day, Road Safety Week, blood donation camps, leadership development camp, health awareness programme etc. which promote human values and professional ethics.

College weekly organizes morning assemblies where students are oriented on different issues related to human values, professional ethics, environment, gender sensitivity etc.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	7	7	6

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 23.71

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

Response: 211

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 93.37

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
411	331	425	363	436

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
416	364	446	418	459

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 87.52

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
123	104	123	109	123

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Bahona College believes in a holistic and inclusive academic approach that caters to students of different needs and aptitudes, by taking cognizance of the fact that the learning pace for different individuals may not be uniform.

To assess learning levels, the college uses numerous methods-

- Real-time assessment during classroom instructions.
- Interactive instruction mode.
- Class tests, quizzes and gradual assessment.
- Home Assignments.
- Project Works.
- Seminars.
- Field-based studies.
- Group Discussions.
- Mentoring sessions.
- Hands-on learning in regard to subjects with practical work.

Based on the aforementioned, advanced and slow learners are identified, and the faculty at the Department-level discuss and implement specific and customised teaching-learning methodologies for both types of learners.

For Advanced Learners:

1. When a student exhibits grasp of the subject matter well-ahead of their peers, they are encouraged to explore additional/advanced reading materials.
2. To ensure that standardised instructions/testing do not hold back learners from tapping their potential, they are assisted by means of Tutorial Classes.
3. Learners are oriented towards experiential, project-based and field-study based learning.
4. Advanced learners are oriented towards research-based learning at the Department-level, and also with agencies/institutions outside of college.
5. Creativity, critical thinking and flexibility are qualities that are sought to be inculcated among advanced learners.
6. Students are encouraged to work in groups to comprehend the value of teamwork with individuals of different aptitudes, and to develop an appreciation for inclusivity.

7. Special attention is provided to organisation of thought, communication and presentation skills, and overall personality development, along with properly groomed academic rigour via Seminars and Group Discussions.

8. Students are motivated by providing them with merit-based scholarships, and other forms of assistance.

For Slow Learners:

1. In regard to student(s) lagging behind in their learning pace, the concerned Department initiates dialogue with the particular student(s). The dialogue generally takes place during mentoring sessions. Based on this, the strengths and weaknesses of the student are identified to devise a customised study plan.

2. Instead of focusing on standardised tests, students are encouraged to learn at their own pace, to set realistic expectations, and to focus on multiple intelligence.

3. Each Department devotes a particular amount of work-hours every week to Remedial classes.

4. Seminars and Group Discussions allow students to explore multiple and alternate avenues of communication.

5. Slow learners are encouraged to work in groups, so that they can benefit from teamwork, support network and peer-learning.

6. Creativity, innovation and flexibility are qualities that are sought to be inculcated among slow learners.

7. Often, a crucial learning bottleneck for slow learners is the language barrier. To overcome this, the College relies on multilingual instruction and resources as far as feasible.

For both Advanced and Slow Learners:

1. Collaborative learning based on peer-learning has been found to be an effective mechanism to bridge learning gaps.

2. The performance of both advanced and slow learners, and the challenges they face are regularly communicated to their parents/guardians.

3. The Departments regularly organise different events to enrich and empower students.

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 17.45

File Description	Document
Any additional information	View Document

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

Response:

The College believes that to hone students as well-rounded individuals and responsible citizens, classroom learning must be complemented with experiential and participative learning and lived experiences that orient them towards critical thinking and problem-solving attitude. To achieve this, the college adopts a myriad of methods:

- The Departments of Botany, Chemistry, Education, Mathematics and Computer Science, Physics and Zoology are equipped with laboratories focusing on hands-on learning.
- Departments regularly undertake Field Visits and Field-Based Studies to acquaint students with the practical aspects of their curriculum. With environment being a crucial topic of interest, often such visits are conducted to biodiversity parks.
- Seminars, Group Discussions and Peer-Learning are part of the curriculum of the college. These activities not only allow students to perfect their communication skills, but also allow them to develop teamwork and collaborative learning.
- Students are encouraged towards entrepreneurship. The college organises events such as Trade Fairs, Entrepreneurship training programmes etc to involve students in such endeavours. Skills that can be nurtured as complimentary to the curriculum, such as mushroom cultivation, comprise a particular area of academic focus.
- Students are encouraged and assisted in pursuing independent research by the teachers. Numerous students have successfully conducted research projects with institutions of prominence.
- To inculcate a sense of community services and civic responsibility, students are involved in *Safai Abhiyans* organised by the college and the departments.
- Students are involved in outreach activities and community services conducted in the catchment areas in the immediate vicinity of the college.
- To equip students with tools that assist them in their careers after college, workshops on Life Skills and skills such as Group Discussion are regularly organised.
- Every academic year, an annual College Week is organised where numerous extra-curricular activities and competitions take place. In order to develop a participative and collaborative learning environment, students are encouraged to participate in these extra-curricular activities in groups. By this, teamwork and leadership capabilities are identified and nourished.
- Students are actively involved in the publication of the College Magazine, Departmental Magazines, Hand Written Magazines, Wall Magazines and Newsletters.
- Inter-disciplinary learning is encouraged so that students have access to a wider field of knowledge, and do not remain limited to their own disciplines. For this, faculty exchange programmes are conducted between different departments. In addition, many Departments have entered into Memorandum(s) of Understanding with other colleges/institutions for faculty/student exchange

programmes.

- The college annually conducts elections to fill 16 portfolios of the Students' Union as per the recommendations of the Lyngdoh Committee Report of 2006. This allows students to be a part of the governance of the college and learn the democratic ethos. Ex-officio student members are there in numerous committees of the college.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The College is equipped with state-of-the-art Information and Communication Technologies [ICT]. In order to align the curriculum delivered with the changes ushered in by the global digital revolution, and to equip students with an increasingly technology-dependent world, the college encourages liberal use of ICT in the teaching learning process. This comprises of-

- Classroom instructions are regularly conducted by using visual aids such as LCD Projectors and Smartboards. This allows the teaching-learning process to be more visual, smoother, more comprehensible, less time-consuming, and easier to absorb for learners. It also decreases the use of health hazards such as chalks and blackboards. At the same time, it reduced the usage of paper.
- During the lockdown(s) induced by the Covid-19 pandemic, online classes by using multiple platforms were successfully adopted by the college. In the aftermath of the lockdown, online class as a practice has been retained, and has been successfully incorporated with offline classes for a hybrid mode of instruction. The remote nature of online classes has been able to address the learning barriers in terms of location-based disadvantages. Online classes also allow the faculty to customise efficient and time-saving attendance-taking mechanisms.
- The faculty of the college have also started adopting online submission of assignments and online tests. This has allowed an efficient management of the evaluation process, efficient and safe storage of all relevant data at one location, and has reduced the usage of paper significantly. The use of creative methods in online submission of assignments has also allowed the students to tap their full potential by using innovative means.
- The regular use of Emails, Cloud Storage, and instant messaging platforms have made communication easier between the faculty and the students. By using these, the faculty can easily disseminate relevant information and distribute learning materials to the students. The ease of use of these methods have also allowed the use of a diverse range of learning materials previously not feasible. The use of instant messaging also has allowed the students to remain in constant contact with the faculty for regular guidance. This has also increased group communication within the students for a more productive learning experience.
- A certain number of faculty members have also been instrumental in developing e-learning content for the students. These content, uploaded to slide-sharing platforms and video streaming websites, are of immense importance to students to complement their classroom instructions.

- The college is in the process of transforming its official website to a learning centre where all the information relevant to curricular and extra-curricular activities shall be collated in a centralised repository.
- The college also regularly uses ICT for meetings, events, seminars, counselling and awareness programmes for students. On one hand, these allow students at different locations to come together. On the other hand, it exposes the students to expertise of resource persons invited for the event in a remote manner, which otherwise may not have been possible to the logistical constraints of an offline setting.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 17:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 51

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 90.98

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 44.19**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
27	25	18	18	15

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 13.33**2.4.3.1 Total experience of full-time teachers**

Response: 680

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

As an affiliated institution of Dibrugarh University, the college strictly abides by the rules and regulations laid down by the University for Internal Assessment. 20% of the marks in each paper taught by the college are earmarked for internal assessment scores. This 20% is further divided as followed:

1. Sessional Examination-I: 25%.
2. Sessional Examination-II: 25%

3. Seminar/Group Discussion: 25%

4. Attendance: 25%

The Sessional Examinations are conducted either by examination committee or by the concerned Departments of the college. Dates of the Sessional Examinations are fixed in compliance with the Academic Calendar of the university. The setting of question paper, invigilation duty and evaluation of answer scripts for each paper shall be done by the concerned teacher(s) as a part of their normal duty.

The notices of the Sessional Examination are displayed in the Notice Boards, Website and shared in instant messaging groups well in advance for the information of the students. The examinations are conducted in-house with strict compliance to the rules and regulations of the university.

The evaluation of the answer scripts is conducted immediately following the examination. The evaluation is completed at the earliest possible. Following this, students have the opportunity to inspect and review their evaluated answer scripts. During this, they may bring any discrepancy to the attention of the faculty concerned. The discrepancy, if legitimate, is immediately rectified. If any grievances cannot be resolved at the Department level, they are forwarded to the higher authorities via appropriate channel.

Following the completion of the evaluation process, the Departments organise a meeting of all the faculty members to discuss the scores received by individual students and the nature of their progress. Once all the papers have been evaluated, the scores of the students are published via Department Notice Boards for viewing.

In addition to Sessional Examinations, the Departments also conduct Seminars and Group Discussions to evaluate the students. The notice of the Seminars/GD is displayed well in advance, and once the evaluation is complete, the scores of the students are published via Department Notice Boards for viewing.

25% of the scores of Internal Assessment comes from the attendance of the students in all classes conducted during the semester. A student who has less than 80% attendance in average is not be permitted to sit for the End-semester examination. A student who has attended a minimum of 70% classes but failed to obtain the prescribed 80% attendance for valid reasons are allowed to sit the examinations, on recommendation of the Principals on payment of a prescribed fee(s).

At the end of the semester, the Departments submit the cumulative internal assessment scores of the students in prescribed format to the AOC appointed by the college for submission to the university.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

Bahona College believes that access to fair, impartial and transparent evaluation should be available to all students. In alignment with this philosophy, the students have the option to lodge their grievances regarding any discrepancy found in the evaluation process for internal assessment. The students are acquainted with the nuances of the transparency of the evaluation process during their orientation programmes, when they join the college. In addition, the faculty also reminds them of the process at the commencement of each sessional examination.

The Departments of the college maintains a thoroughly transparent mechanism during the evaluation process for internal assessment. Students are acquainted with how the marks have been earmarked for different evaluative tools during the evaluation, the notices of the Sessional Examinations, Seminars and Group Discussions are displayed well in advance, and the examinations are conducted with strict adherence to university guidelines. The evaluation process following the conclusion of the examination is swift, and the students have access to their evaluated answer scripts and assigned scores.

However, if any student in any capacity is not satisfied the way the examination was conducted, the answer scripts were evaluated, or the scores were assigned, they may contact the faculty concerned for that particular examination. If the faculty believes that the grievance expressed by the student is legitimate, then it is rectified immediately. If the grievance is of complex nature or cannot be resolved immediately, then it is deferred to the Head of the concerned Department. If the Head is unable to resolve it, then it is forwarded to the Principal. The decision of the Principal in terms of the grievance is final and binding.

Alternately, the students may directly contact to the Principal in any capacity, if she/he is not satisfied the way the examination was conducted, the answer scripts were evaluated, or the scores were assigned. The grievances maybe conveyed to the Principal in writing, or via email. The college has instituted a separate email id (iagbahcol@gmail.com) specifically for this purpose. The decision of the Principal in terms of the grievance is final and binding.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The college follows a well-structured method of delineating Course Outcomes, Course Specific Outcomes and Programme Outcomes before the commencement of each semester to map out the teaching-learning process in a coherent manner. The Outcome Based Education [OBE] policy allows for a more streamlined approach to teaching-learning, while optimising the usage of available resources by both the faculty and

the students.

The Programme Outcomes and the Programme Specific Outcomes of the College are developed by the Committee on Curricular Aspects of the College in consultation with the Principal, Internal Quality Assurance Cell, Faculty and the Head(s) of the Departments. These outcomes are regularly revised in consonance with the changing needs of employment opportunities and real-life scenarios. The Programme Outcomes and Programme Specific Outcomes are displayed at the college website for the students

The Course Outcomes are formulated by the respective Departments in alignment with the Programme Outcomes and Programme Specific Outcomes, while catering to the specific needs of the Department concerned. The Course Outcomes are displayed at the college website for the students. In addition, these are also communicated to the teachers and the students at the beginning of every academic session during the orientation programmes. The parents/guardians of the students are acquainted with the Programme Outcomes by means of Parent Teacher Meetings.

The College regularly conducts surveys among teachers and students to assess the level of awareness regarding Programme Outcomes and Course Outcomes. In 2020-21, of the surveyed students, 91.5% responded that they are aware about the courses offered by the college, and 83.2% have seen the Programme Outcomes and Course Outcomes in the College Website. 75.5% of the students were aware of the benefits of availing the courses they were currently enrolled in, and 87.9% believed that the courses are beneficial for them.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Bahona College deploys numerous methods to assess the attainment of Programme Outcomes and Course Outcomes. The college believes in the ideals of Continuous and Comprehensive Evaluation so that the attainment of Course Outcome remains inclusive and well-rounded. The methods in which this attainment is measured are-

- Interaction of a student in classroom, with the faculty and with their peers. The range of interaction and communication as expressed by a student allow teachers to gauge whether they have benefited from learning environment or not.
- Performance of the student in End-Semester examinations. This is a method of direct evaluation, and is most commonly used by all the teachers for a quantitative and objective evaluation of the attainment.
- Performance of the students in Internal Assessment. This consists of standardised written tests, as

well as more flexible evaluative tools such as Seminars and Groups Discussions. This allows assessing groups of students with diverse aptitude, learning pace and needs.

- In addition to the curriculum, the college also focuses on the achievements of students in extra-curricular activities or research/academic activities beyond the purview of their prescribed curriculum.
- The number of students who has progressed to higher studies also reflects on the attainment of Programme and Course Outcomes.
- The number of students who were employed (self or otherwise) after the completion of their course is also a good indicator for assessment.

In addition to the aforementioned, the college also has a feedback mechanism in place which collects feedback from students, alumni and employers of the graduated students. This provides the college with crucial data required to improve upon the existing teaching-learning methods. For instance, in 2021, 85.98% of the students surveyed believed that they were able to learn from the courses they were enrolled in, whereas 78.5% believed that their courses have led to capacity development.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 84.27

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
272	216	193	176	164

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

2020-21	2019-20	2018-19	2017-18	2016-17
272	248	272	230	189

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.81	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	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: 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)

2020-21	2019-20	2018-19	2017-18	2016-17
2.2	0	0	4.8	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 6.67

3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	03	0

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	12	12

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 99

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
31	20	22	16	10

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 2.13

3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
45	16	18	14	06

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2.2 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: 4.29

3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
66	32	29	25	47

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Bahona College organizes extension activities regularly in the neighbourhood community to sensitize the students towards community needs. Students of the college actively participate in social service activities leading to their overall development. The college has active National Service Scheme [NSS] and National Cadet Corps [NCC] Units. In addition to these, Assam Science Society (Bahona Branch), Environment and Climate Cell, Eco Club, Community Extension Cell, Health Care Cell, Women Cell, Institutional Biotech Hub, Teachers Unit, Students' Union- all these bodies and societies contribute significantly to the community development works. The college engages its students in these activities so that they become sensitized on social issues. Through the bodies, societies, cells and units, the college undertakes various extension activities in the neighbourhood community. College organized cleanliness drives, tree plantation drives, awareness camps, special camps, training programmes, health camps in the neighbouring areas and adopted villages. College observed different days of local, national and international importance like Independence Day, Gandhi Jayanti, National Science Day, Human Rights Day, International Women's Day, Girl Child Day, AIDS Day, World Environment Day, Forest Day, Earth Day etc. to sensitize students and local community on different social issues. College has organized seminars, webinars, popular talks, workshops on the themes related to environment, tourism, media, pollution, rights, gender equality,

computer literacy etc. College has organized different programmes related to Plastic Pollution, Mushroom Cultivation, Vermicompost Production, Pickle Production, Animal Husbandry, Fishery, Entrepreneurship Development, Employability through Mobile and Digital Photography, Digital Transaction etc. College also has organized different extension activities as part of its golden jubilee celebration programme in 2016. College has regularly organized competitions among students of different groups to promote competitive culture as well as awareness among the students of its neighbourhood.

Major Extension Activities of the college in its neighbourhood:

1. NSS Special Camps.
2. Regular Plantation Drive.
3. Cleanliness Drive in neighbouring areas and adopted villages.
4. Awareness programmes on water, sanitation, health and hygiene.
5. Awareness programme on Plastic Pollution, Air Pollution, Water pollution.
6. Distribution of items like saplings, poultry chick, dustbin, pickle jar, filter, mask etc.
7. Inviting students from neighbourhood schools to visit labs and experience other facilities of the college.
8. Compulsory plantation programme for students.
9. Outreach programmes in schools.
10. Celebration of Yoga Day, National Science Day, Environment Day, Forest Day, AIDS day, International Women's Day etc.
11. Quiz, Art, Music, Dance Essay writing etc. Competition held among students.
12. Training Programmes on livelihood opportunities.
13. Workshop and Programme to eliminate superstition and ill practices.
14. Human Rights and Gender Equality Awareness Programmes.
15. Health Care activities- Eye Check Up Camp.
16. Blood Donation Camps.
17. Movie Screening, Street Play and Drama on social issues.
18. Trade fair 2021.
19. Covid Awareness, Testing and Vaccination.

20. Publication of articles, books, wall magazines, periodicals on social issues.
21. Survey in villages by students and faculty.
22. Radio Talks by teachers.
23. Establishment of Micro Bank for seed.
24. Establishment of Medicinal Plant Nursery.
25. Online discussion programme- Amar Alosona -20 episodes.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 14

3.3.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
06	02	02	02	02

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 93

3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	8	20	35	20

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 53.24

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
316	350	400	625	600

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 20

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	00	05	03	01

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document
Any additional information	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 26

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	02	01	03	06

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Bahona College provides adequate physical and updated academic facilities as per the needs of the students and teachers. The total built up area is 5918 square meter. The Office of the Principal is at the main building and the administrative office rooms are also adjacent to it. The office of the Administrative Department is divided into two parts- one for Accounts and Administration, and the other for Academic & Students' Welfare. The Vice Principals' Office is adjacent to the office of the Students' Welfare. The Teachers' Common Room is located next to the Accounts and Administration room.

The college has 12 departments, 38 classrooms, 15 laboratories and a botanical garden. All departments have proper lighting, ventilation and are well equipped with LCD projectors and Wi-Fi connectivity. The Arts departments - Assamese, History, Education, Political Science, and Economics, are located in the foundation building of the college; while the departmental class rooms are situated in the New Arts Building along with the Department of English. Department of Education is equipped with departmental laboratory with adequate facilities. Department of Economics is equipped with separate space for Bahona College Economic Study and Research Center. In addition to the departmental classrooms, two conference halls are also located in the New Arts Building & old building respectively. In addition to these, 8 general classrooms are also located in the old building and out of these 8 classrooms, 2 rooms are equipped with LCD projectors. The Science Building is adjacent to the Office of the Principal. The College Library, Science departments and their respective laboratories are situated in it. College Library is automated with a sizeable collection of resources. All departments have their own departmental libraries with books and journals. The Science Building houses Physics, Botany, Mathematics & Computer Science, and Statistics on the First floor. The ground floor has Chemistry and Zoology departments, and the College Library. Additionally, the thin-film laboratory of the Department of Physics, Lakhinath Dutta Memorial Research Lab of Department of Chemistry, and Institutional Bio-tech Hub are engaged in various research activities. The New Science Building houses the Chemistry laboratories, two regular classrooms and two ICT-enabled classrooms. Each of the departments in the college have access to ICT-enabled classrooms. The college has separate common rooms for female and male students. There are sufficient toilet facilities for all the students including students with disabilities. The Infirmary, Placement Cell Office, Alumni Office, and Office of the Environment and Climate Cell are located in the ground floor underneath the Rupkonwar Hall. The college has separate hostels for female and male students with seat capacity of 82 and 65 respectively. On the first floor of the auditorium building, there is a Community College under the purview of Bahona College funded by UGC. A total of 22 CCTV Cameras are installed in the college campus. The college has a Digital Service Centre and a clean and well-maintained canteen. Three vehicle parking spaces are available for two-wheeler vehicles, four-wheeler vehicles and bicycles.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The college provides sufficient emphasis on physical and co-curricular development of students. It has sufficient facilities for sports, games and cultural activities for all. A large auditorium with 800 seating capacity and a well-decorated stage acts as a multipurpose facility for numerous cultural activities, large scale meetings, admission process, freshers' social etc. The auditorium is properly equipped to connect with Public Address System, proper ventilation and acoustics. The stage is suitably designed for any onstage performance. Besides this, the college has two seminar cum conference halls with open stage which may also be used for cultural activities. Being placed in a culturally motivated locality, the students are very much enthusiastic towards contemporary and folk performance arts like Bhaona, Bihu etc. The facilities and the events provide ample opportunity to hone their skills. Another provision is an open-air podium in the courtyard in front of the indoor stadium. The space is regularly used for morning assemblies and miscellaneous activities.

To promote sports and sportsmanship for the nation as well as to promote physical development of the students, Bahona College has a large and adequately equipped 680 square meter indoor stadium. The indoor stadium has sufficient space for group activities such as yoga, martial arts, dance rehearsals etc. and also used as practice ground for badminton, taekwondo and other indoor sports. The indoor stadium houses two badminton courts, one gymnasium as well as TT Table. The gymnasium caters to the needs of both male and female students and faculty members. The multi-gymnasium has exercise equipment like Bench Press, Weight machine, Dumb-bells, Bar-bells, Tread Mill etc. The indoor stadium also has boxing facilities with sufficient amount of boxing gloves, protective gears and punching bags etc. As a routine, every year College Week is organized with various outdoor & indoor games. The students also take part in various inter college tournaments. For the same, the college has sufficient numbers of football, volleyball, cricket kit, badminton set, carrom boards, Javelin, Discus, Shotput etc. The college has a volleyball court inside the campus. The major playground of size 3800 sq. m. is in the campus of the neighbouring Bahona Boys' High School by virtue of a MoU. The playground is available for the college students for major outdoor games like Cricket, Football as well as athletics events. The faculty members are equally motivated towards availing these facilities to generate a better student-teacher rapport. Besides sports, each department has wall magazines, to showcase the literary & creative skills of the students. Details of all sports, exercise equipment and facilities are added in the additional information.

To promote yoga, the college has organized yoga workshop using the Indoor Stadium and Auditorium. Besides, a new Skill Enhancement Course [SEC] on NSS has been introduced to promote yoga in particular and social responsibility in general.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 35.48

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 11

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 43.49

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
27.105	33.602	103.79	176.999	32.423

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Bahona College has a central library and 12 departmental libraries. The central Library is fully automated with Koha ILMS and Barcode technology. It has 33088 printed books and subscription of 6 printed journals, 8 newspapers and 10 magazines. It has 1147 reference books, rare books, Minor and Major Research Project Reports, PhD Thesis and College Magazines. Library conducts stock verification process in every 2 years. Library has a reading room with 50+ seating capacity. There is a separate reading area for the faculty members. Library is open from 10:00 AM to 4:00 PM in all working days. Degree students can borrow 3 books for 14 days, faculty members can borrow 6 books for 180 days and other staffs can borrow 5 books for 90 days. There is a library advisory committee for library management. The library purchases new books as per the requisition given by the faculty members and students. Library also has a purchase suggestion register where library users can suggest books to be purchased. Library orientation programme is carried out for new students in which details about the library collection, services, timing and doubts of students if any are cleared. College Library has automated itself by adopting several measures like

ILMS in the Library: Bahona College Library used SOUL 2.0 ILMS from 2009 till 2021 December and switched to Koha ILMS from 2022 January and has Barcode technology.

Barcode Attendance: Barcode based attendance system for both students and staffs.

Book Browsing: The holdings of the library can be searched using OPAC.

Digital Library: It has a separate digital library section with 5 computers and all are connected with internet. There is a separate login register for the digital library section.

Wi-Fi based Library: Library users can use the Wi-Fi service in the reading hall and in the digital library section.

Membership of E-Contents: The Library is a member of the NLIST and also a club member of NDLI. The users can access 199500+ E-books and 6000+E-journals available in the NLIST database and 6,00,000 E-books through NDLI.

WhatsApp based circulation: Students of Bahona College are connected with the library through WhatsApp Groups. Library related information are shared in those groups.

Online Book Requisition System: Students and teachers can request or suggest book purchase using WhatsApp, email service or may fill in and submit book requisition form.

Online Booking: In every fortnight, library shares photographs of 15 randomly selected books for teacher. Teachers may book their books just by sending a message in the group.

QR Code based service: Library provides online Old Question Paper access facility to its users by using QR code.

ID card Printing and other Services: The library prints College ID cum Library Card for all the stakeholders of Bahona College using college web portal. Reprographic facility is also available for the

library users. The college library is under CCTV surveillance.

Every year books exhibition has been conducted by the library where students purchase books. Bahona College Library also conducts workshops, training programme for library professionals.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 4.04

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
3.3873	7.2754	1.58011	4.8937	3.06943

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 11.16

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 105

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has a well-established mechanism for upgrading and deploying information technology [IT] infrastructure. The college allocates budget for annual maintenance on the basis of the need and number of the students as well as teachers. For maintaining the hardware and the IT infrastructure of the campus, technical staff is outsourced. The institution updates the IT facilities frequently through various systems. 11 classrooms and 2 seminar halls are equipped with ICT facilities whereas whole campus has Wi-Fi internet coverage. Notably, two smart interactive boards are regularly used by the faculty members as teaching aid. To promote minimal use of papers, electronic communication in terms of email and WhatsApp has been prioritised. The institution has access to subscribed GSUIT/ Google Workspace for institutional email (suffixed as @bahonacollege.edu.in) & cloud storage services. The Departments also make use of Google Classrooms, Youtube, Zoom, GMeet, Teachmint, Webex etc. for lecture notes sharing and online classes. Financial activities are transformed to digital forms following Digital India initiative. All the housekeeping activities in the library including cataloguing, accessioning and circulation have been computerized. In the library, updated versions of windows, library management software- Koha, barcode scanner, thermal printer, bar code attendance facility are used. The attendances of the employees are collected via state-of-the art biometric scanner. The network connected computers are protected by antiviruses. Moreover, the college hires computer technicians and service providers for any disorder or damage on basis of the need. The institution takes utmost care for up keeping and replacement of the IT tools whenever necessary. In addition to it, the activities such as installation of anti-virus periodically, formatting of computers in case of corrupt operating systems, replacing hardware of old computers as well

as new computers are undertaken yearly and come under Annual Maintenance Cost [AMC]. The Wi-Fi facility is free of cost for all teachers, students and stakeholders of the College. In addition to the Wi-Fi facility, the college provides 6 internet connecting devices (Jio-Fi) as an additional tool for maintaining IT infrastructure of college. The college website is regularly updated by the webmaster whereas the faculty members & departments update their respective parts in the websites regularly for information sharing. The programming & network management of the website is handled by the Corexx- a software company. Besides, the college has an open access research journal named 'Journal of Intellectuals' with an updated cloud storage facility provided by the Corexx. Every faculty, department and cells have been assigned Google accounts for smooth information sharing. The college also has an up to date user-friendly online admission portal embedded in the website. All relevant data of the bona-fide students are electronically stored. Besides, the college has an outsourced user-friendly online feedback mechanism for the students, teachers, alumni, and parents to evaluate programme & course outcomes.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 11.27

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 11.55

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)

2020-21	2019-20	2018-19	2017-18	2016-17
8.138	26.245	21.94	16.098	13.89

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**Response:**

Bahona College has a systematic mechanism for utilization and maintenance of resources. The supervision and maintenance of the facilities is done by various committees, and MoU and AMC are in force for the same. Maintenance cost are borne from admission fees, donations and grants by RUSA, UGC, DBT and state government.

Physical, Academic and Support facilities:

The college has sufficient classrooms, laboratories and other provisions to support the academic ecosystem. Overall monitoring and quality assurance of the infrastructure are ensured by Purchase Committees, Construction Committee, RUSA Committee, Campus Management Committee etc. Laboratory instruments and chemicals are bought by inviting tender and via rate contract. The classes are conducted following a centralized routine to ensure optimum usage of resources and records are maintained properly. Academic audit is performed to maintain the quality of the education. Classrooms and laboratories are maintained by the concerned department(s) and college management approves renovation as and when required.

The support staff clean and maintain the facilities regularly. The college has a canteen which is offered on annual contract basis monitored by a canteen committee for quality service. The digital service centre is also under contract on annual basis. The internet facility is being paid for all from the annual budget. Multiple MoUs have been done between various colleges and universities of the state to promote exchange of knowledge & ideas. Besides there are MoUs for skill development diploma courses with various organizations.

Maintenance and Utilization of Library:

Library invites requisition of books and journal periodically from departments. Library orientation programmes are conducted for students. The Library Committee leads strategic directions for all aspects of the Library services and operations. Library Management Software is incorporated with latest technologies that enables Library to serve its users more efficiently. Bar-code based online circulation system and attendance system, OPAC facilities are available in the library. All Students are entitled to access electronic recourses under NLIST database anytime, anywhere through campus Network as well as from outside of the campus. Library rules are mentioned clearly in the Code of Conduct book, prospectus, and website and also displayed inside the library.

Maintenance and Utilization of Computers:

College has 118 computers and 115 are used for academic purpose. Computers are connected with internet services. Maintenance of computer is done regularly as per requirement. Similarly, antiviruses are installed for the network safety. Power back up is provided to the computer systems to use them optimally. The audio-visual system is set up in the digital classrooms, and seminar halls which are managed by departments and centrally respectively.

Maintenance and Utilization of the Sport Complex:

Indoor stadium of the college houses a gym, badminton court, and boxing practice area etc., and regularly used by the stakeholders for playing indoor games and for practicing martial arts & boxing. A faculty in-charge for overall management has been assigned. A physical instructor is appointed for training the students also for monitoring uses of the resources. Students' Union, under the guidance of the faculty members ensures proper use and maintenance of the resources. To coach self-defence arts, badminton, yoga etc. time to time different coaches are being outsourced. The large playground of neighbouring Bahona Boys' High School is also being used by the college.

Extra-curricular Activities:

The college has well equipped auditorium, with the portable audio-visual system and elevated stage for organizing cultural and other large gathering activities and it is maintained regularly. These are used by different cells, committees, bodies etc. for organizing different events and programmes. Students' Union actively organize sports, cultural and literary events in the college both at intra and inter level. The NSS, NCC and departments also organize various programmes in terms of painting, essay writing, poster design competition, roadshow, street play, rally etc.

Healthcare & Infirmary:

The college has an in-house infirmary with the facility of a bed, wheel chair, blood pressure monitors and a sanitary napkin vending machine. A healthcare committee has been assigned for proper management & utilization of the facility. The college has an agreement with the nearest public health centre for health check-ups and emergency medical assistance. The cells under IQAC also organize health awareness programmes, vaccination programme, blood donation camps etc. for the students & faculty members. Financial assistance from the Teachers' Unit is provided in terms of donation to provide financial assistance during medical emergencies. During the pandemic, vaccination camps were organized in the college.

Waste Disposal:

The institution follows the principle of '5R' i.e. Refuse, Reduce, Reuse, Repurpose, Recycle. From the health hygiene, environment and aesthetic point of view, the college ensures proper disposal of waste generated. NSS Volunteers and students offer voluntary service for cleaning the college. Dustbins are strategically placed. Biodegradable wastes are used to prepare vermicompost. A biogas is also installed for recycling biodegradable wastes. College has adopted a roadmap for plastic ban. To reduce use of paper, e-communication tools are used. Damaged papers, waste stationery items and other scraps are given to waste collectors. Refurbishable items are refurbished for further use. Students are motivated to use solid non-biodegradable wastes to prepare decorative items. Canteen wastes are disposed properly. The non-biodegradable wastes from all dustbins are collected and disposed of properly. The liquid wastes are drained out via proper channels. It has rain water harvesting system and waste water recycling mechanism. College has signed a MoU with TechHub for selling its e-waste to promote recycling.

Transportation:

Designated parking places are there for vehicles. The college follows no-helmet, no entry policy. Besides, each vehicle is marked with a vehicle pass with the institution logo. Transport committee looks over the implementation of the transport policies. Electronic vehicle parking and charging station also is also available in the college.

Policy Document:

Policy for Maintaining and Utilizing Physical, Academic and Support Facilities is adopted by the college to maintain and unitize its facilities.

The Governing Body ensures proper utilization and maintenance of all resources.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 60.55

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
890	563	580	380	216

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 4.47

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
17	32	30	51	62

File Description

Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 71.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
890	834	486	431	468

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 13.32

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
69	47	08	13	13

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 132.72

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 361

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 29.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	56	00	02	09

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
72	130	20	18	15

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 52

5.3.1.1 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) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
02	04	14	20	12

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The college facilitates the participation of students in administration, committees and clubs. The college has a Students' Union since its inception. The institution strives to build a coherent relationship between the students and the academic and administrative bodies for the efficient functioning and quality management of the institution. The role of the Students' Union in these bodies is not limited to planning and execution of policies but in organising various academic, co-curricular and extra-curricular activities of the college in adherence to the established processes and norms of the College.

The Students' Union is composed of 16 portfolios presided by an elected President. General Secretary is the executive head of the union. The Union organises various activities like Freshers' Social and College Week under the guidance of the Teacher Advisors. The General Secretary of the Students' Union represents the students in the IQAC. The Other Secretaries represent the Students of the College in different cells under IQAC. They also represent the students in other Committees and Clubs. They help plan, coordinate and execute academic, co-curricular and extra-curricular activities.

There are student representatives as Gender Champions under ICC, who promote gender equality and gender sensitisation and inclusive growth and development of girls' students and women in general, through various activities. There are also student volunteers in NSS who are engaged in social activities and relentlessly work for the development of the college, its neighbouring areas and adopted villages. The General Secretary of the Student Union is also an Ex. Officio member in RUSA Project Monitoring Committee.

List of the Students Representation in Various Administration Committees, Cells and Clubs

Sl. No	Cell	Students' Representation
1	IQAC	GS, Student Union, Nominee from Students
2	Academic Development Cell, IQAC	1. Debating Secretary, BCSU 2. Magazine Secretaries, BCSU
3	Placement Cell, IQAC	General Secretary, BCSU
4	Community Extension Cell, IQAC	1. Social Service Secretary, BCSU 2. General Secretary, BCSU
5	Students Support & Progression, IQAC	Boys' Common Room Secretary, BCSU
6	Budget & Resource Management, IQAC	General Secretary, BCSU

7	Sports Development Cell, IQAC	4. Outdoor Games Secretary, BCSU 5. Indoor Games Secretary, BCSU
8	Cultural Development Cell, IQAC	Music Secretary, BCSU
9	Committee on Students' Grievance Redressal Cell, IQAC	1. Girls' Common Room Secretary. BCSU 2. General Secretary, BCSU
10	Students' Union	Elected Representatives
11	Transport Management Committee	General Secretary, BCSU
12	Campus Management	General Secretary, BCSU
13	Gender Champions under ICC	Student Representative from the College
14	NSS	Student Volunteers
15	NCC	NCC Cadets
16	RUSA Project Monitoring Committee	General Secretary, BCSU (Ex. Office Member)
17	Maanshow The Cultural Club	Maanshow Executive Committee
18	Code of Conduct	General Secretary, BCSU

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 7.8

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
04	10	10	10	5

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in 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:

Bahona College Alumni Association has been contributing in cash, kind and service. It donated the 'Bidyarthi Bhawan', Drinking Water Plant, Classrooms, Entrance Gate, Notice cum Bulletin Board in the college premises in different period of time. The association organised felicitation programmes to achievers in different fields of knowledge and has been constantly engaged in inspiring and motivating present students and stakeholders through talks, workshops, seminars and alumni meets at regular intervals. In last five years alumni of Bahona College has contributed in several ways like-

Financial Contribution: In last five years, alumni of Bahona College contributed more than 23 Lakhs and 60 Thousand. In 2016, Bahona College Alumni Association donated the college main gate worth Rupees Fifteen Lakh and Sixty Thousand. In 2018, Mr. Nabajyoti Kalita donated Rupees Fifty Thousand and Alumni of Political Science donated a book-shelf worth Rupees Nine Thousand. In the academic year 2020-21, college received support of Rs. 748,040 from the alumni of the college. This amount include both donation of cash and kinds like books, sanitizer dispenser, liquid sanitizer, dustbin etc.

Other Support Services: Apart from financial contribution, alumni of Bahona College contributed in the holistic development of the college by extending academic and other services also. Few such contribution are-

1. Dr. Angita Sarmah Baruah, an alumnus of the Department of Education is at present an Assistant Professor in Cotton University delivered a talk on how "A Mentor Empowers to see a Possible Future" on 05/09/2020.
2. Dr. Subasit Borah, an alumnus of the Department of Physics, presently working as Assistant Professor at IIT, Manipur delivered a motivational speech on the prospects after graduation on 3rd June, 2021.
3. Department of Physics founded a Book Bank, donated by the esteemed alumni of the department on 2nd November, 2021.
4. Bahona College Alumni Association in association with the Department of Chemistry organised a felicitation programme to welcome Mr. Kankan Kishore Dutta, an alumnus of Chemistry who won National Award for Teachers' 2021.
5. Department of Chemistry organized interaction programmes with the alumni members. Dr. Jugal Hazarika, an alumnus of the department and presently DGM, OIL Duliajan delivered a lecture on Oil Industry business & Role of Chemistry in Industrial Career Prospects on 28th Nov. 2021. Dr. Swapnali Hazarika, an alumnus member and Principal Scientist at CSIR, NEIST, Jorhat, participated as a Resource Person in a discussion on the Scope of Research in Chemistry on 26th September, 2021. Mr. Gobin Bora, an alumnus of Chemistry department and Assistant Manager at Numaligarh Refinery Limited, Assam delivered a speech on Career Opportunities in Chemical and Allied Sciences on 25th July, 2021. Dr. Munmee Dutta Saikia, an alumnus of Zoology department and Researcher at the National Institute of Advanced Industrial Science and Technology, Japan delivered a speech on "A Successful Academic Journey from Jorhat to Japan: Challenges and Opportunities" on 4th August, 2021.

6. Alumni interaction programmes and alumni meets are organized by Zoology, Education, Physics, Political Science, Economics and English and in these programmes, alumni extended their support for the holistic development of the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

A. Vision and Mission Statement:

Vision Statement:

Commitment to the society for enhancing capability, developing personality and inculcating intrinsic, universal values through quality higher education.

Mission Statement:

Maximizing efforts for grooming young energetic human resources through excellence in academic, co-curricular and Community oriented exercises.

The overall objective is to achieve holistic development of the students. The specific objectives are –

- To foster academic activities that supports the mission of the College.
- To equip the students for higher education, job placement, building capability and develop work culture.
- To develop national, social and cosmopolitan values for responsible citizenship.
- To provide opportunities for civic and cultural development in the communities that feed the College.

B. Decentralized Participatory Nature of Governance:

The institution practices a participatory mode of governance with all the stakeholders participating actively in running the administration. The institution has a Governing Body which authorizes the Secretary and the Principal who, in turn shares it with various other levels of functionaries of the college in determining and implementing various institutional policies to attain vision and mission. The HoDs, Conveners of various Committees and Cells under IQAC along with the staff representatives play an important role in the decision making process of the institution in planning different policies to achieve the overall goals.

C. Participation of Teachers in Decision-Making Bodies:

Teachers play a very important role in the decision making process of the institution. The Heads of the Departments are assigned with academic and administrative duties. Teachers also influence the decision making process through their representatives in the Governing Body, Budget Committee, Purchase Committee, Committee on RUSA, etc. Teachers are also assigned the role as conveners and members of various Cells and Committees under IQAC for everyday functioning of the college. They also perform the role of motivators, determine the admission procedures and cut-off marks, looks after the various cultural and social activities in the institution through NSS, Science Society, Women Cell, Eco Club and through

other Cells and Committees.

D. Perspective Plans:

The institution has a well-defined perspective plan for major actions to be initiated so as to reach the goals stated in the vision and mission statement.

- Preparation of Academic Calendar for the upcoming academic session.
- Academic and Curricular development by increasing digital and ICT based curricular transactions.
- Students' research through field survey and preparation of projects and publication of students' research works.
- Regular Academic Audit.
- Students' enrichment by increasing orientation regarding different issues, organizing morning assembly, organizing interdepartmental seminars and intercollege competitions, and certifying different hidden skills of the students.
- Employees' development through organizing workshops, seminars, popular talk, training etc.
- Student's support and progression through continuing and strengthening the cash support, organizing programmes for curricular and co-curricular development, strengthening mentoring support, and organizing programmes for placement and progression support.
- Quality governance by increasing CC camera coverage, more decentralization of governance, and e-governance.
- Innovative and healthy practices by introducing digital competition programmes through social media, and garbage management and campus beautification,
- To construct a Boys' Hostel, etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The institution practices decentralization and participatory management leading to collective leadership and participatory governance. A particular reflection of these practices can be observed through the following process:

A Trade Fair was organized at Bahona College by Unnat Bharat Abhiyan [UBA] and National Service Scheme [NSS], Bahona College from 5th to 10th April 2021 from 09:00 AM to 05:00 PM for six (6) days. A total number of 26 shopkeepers from various categories participated in the Trade Fair. The college authority provided stalls to every shopkeeper which included members from teaching staff, non-teaching staff, students, nearby villagers as well as alumni of the institution.

The Trade Fair was inaugurated by Dr. Prassanna Kr. Dutta, Honourable Principal, Bahona College, in presence of Dr. Rofique Ahmed, IQAC Coordinator, Bahona College. Sri Deben Gogoi, Village Head of Mout Gaon (Adopted Village) performed the rituals of lightning the earthen lamp.

On the 3rd and 4th day of the Trade Fair, a Fashion Show and a dance programme were also organized by the organizers where children from the nearby schools participated. On 5th day, there was a quiz competition where many students from nearby schools and Bahona College participated.

Teaching staff as well as the students of the institution worked hand in hand in organizing all these programmes. There were many committees including Publicity Committee, Registration committee, Campus management committee, Stall management committee, Security and Parking Committee, etc. led by the teaching staff of the college in managing the overall organization of the Trade Fair in the institution. These committees were composed of few members both from teaching and non teaching staff, headed by a teacher. The committees were formed by the Principal and responsibilities were informed by circulating a notice. After receiving the responsibilities, committees took necessary steps to successfully organize the fair. Along with these committees, Women Cell of the college and Students' Union also extended their support in organizing the Trade Fair. Students from NSS and NCC wing of the college also involved in the whole governance and management process.

This Trade Fair is not the only programme where decentralized and participatory management system can be seen. College has formed several committees for the management of the college like campus management committee, purchase committee, library committee, canteen management committee, examination committees, RUSA committee, Admission committee, Anti Ragging Committee, Internal Complaints Committee, Transport Management Committee, construction committee etc. These committees are composed of teaching and non teaching staff of the college and they function under the leadership of the principal of the college. Students are also member of few committees. Effective leadership and decentralize functioning also visible in the function of IQAC also where teachers, non teaching staff, students and alumni can contribute in quality governance system.

Decentralized and participatory governance mechanism, led by Principal of the college has helped in smooth functioning of the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Institution's Perspective Plan:

Bahona College adopted a Perspective Plan on 16/07/2017 after a long discussion with the different stakeholders of the college. While preparing the Perspective Plan, recommendation of NAAC Peer team members of Cycle II, Vision and Mission of the college, Quality policy of the college, societal expectation of the college, Socio-economic background of the students and government policy documents were consulted. The Perspective Plan of the college is for the period between 2017-18 and 2022-23 and has 7 sections.

Example of Execution: Construction of Boys' Hostel

Bahona College, in its Perspective Plan 2017-18 to 2022-23 decided to construct a Hostel for the male students of the college. It was included in the Infrastructure and Learning Resources section of the Perspective Plan. This was long standing demand of the students of the college. Management of the college also wanted to construct a Boys' Hostel in the college. NAAC Cycle II peer team also recommended for constructing a Boys' Hostel. Financing was major hindrance in construction of the Boys' Hostel. However, Perspective Plan preparation committee, realizing the need of a Boys' Hostel, decided to include it in the Perspective Plan.

College administration sent proposal to ONGC Foundation, New Delhi for providing financial support for the construction of the Bahona College Boys' Hostel and they agreed to finance the same. An agreement was made between ONGC Foundation, New Delhi and Bahona College for funding on 16th June, 2017. In that agreement, it was decided that within a year of this agreement, the hostel will be constructed under the title of the Project **“Financial support for the construction of two storied building of the Boys' Hostel, Wardens' Accommodation, Diesel Generator set, Furniture for SC/ST boys studying at Bahona College, Jorhat under CSIR Intervention”**. ONGC Foundation provided a financial support of Rs. 84,19,368/- to Bahona College towards the project cost.

The Boys' Hostel of Bahona College was finally built and it was completed in the year 2018 with financial support from Oil & Natural Gas Commission [ONGC]. It is a two storied (G+1) building with 23 rooms in total for boarding. In the ground floor, there are 12 rooms and the 1st floor has 11 rooms in total. At present, the hostel has 53 boarders. The hostel has a kitchen and dining hall facility as well. Besides these, a separate accommodation facility for the hostel warden is also available. The hostel has basic amenities like running water supply, electricity and backup generator. There are total of 8 toilets, 8 bathrooms and 2 aqua-guards for drinking water supply.

In the Perspective Plan, college has decided to upgrade the sports facilities of the college. Therefore, sports facilities like volleyball ground, carom etc. are made available in the Boys Hostel. As waste management and energy conservation are also part of college Perspective Plan, a Biogas plant has been installed in the Boys Hostel. Other wastes generated in the Hostel are also managed properly by the Hostel management.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Bahona College has well defined policies and procedures of administrative setup. For Academic matters related to degree programmes, it operates as per guidance of the Dibrugarh University. Directorate of Higher Education is the Statutory Body of the college. It also follows the rules and regulations of the UGC. College receive grants from Government of Assam, UGC, RUSA etc. and NAAC, NIRF, AISHE etc. are its benchmarking agencies.

At college level the Governing Body is the apex body and Principal is the Drawing and Disbursing Authority. There are different committees under the leadership of Principal for overall management of the college. IQAC and Principal Office have reciprocal relation in terms of quality management. Effective functioning of these committees is visible from policies, procedures like service books, appointment and promotion system, code of conduct etc.

Governing Body:

The Governing Body is constituted as per the state government rules and provisions. It has 13 members in all: The President is Dr. Pabitra Pran Goswami, who is from an eminent educational background. The Principal of the college is the Secretary. Other members of the Body are representatives from different stakeholders.

Administrative Set Up:

The G.B. President and the Secretary form the nucleus of the college administration. The Principal is the executive head of the college and is the final authority in all financial matters. The Principal implements all the decisions resolved in GB in the capacity of Secretary and also serve as Drawing and Disbursing Officer of the college on behalf of the state government. He carefully examines all financial projects before endorsing the same. The Principal has a dedicated team comprising the IQAC Coordinator, the departmental Heads and the members to assist him in the disbursing the entire administrative works.

The Functions of Various Bodies:

The college committees like Purchase Committee, Construction Committee, Hostel Committee, etc. too take important decisions. The Purchase Committee assesses the quality of purchased items. The construction committee prepares proposals and monitor construction activities. The hostel committee looks after the various issues related to the management of college hostels. Teachers' unit and Students' Union of the college also play a vital role in policy making and implementation process.

Service Rules, Procedures, Recruitment and Promotion Policies:

Service rules and procedures are guided by the Department of Higher Education and the State Government as amended from time to time. The recruitment and promotion rules for the teaching staff are as per the UGC eligibility criteria and the non-teaching staff are recruited and promoted as per state government rules.

Code of Conduct:

Bahona College has a code of conduct for its stakeholders. Model codes of conduct are explained in the code of conduct book. Responsibilities of the teachers, students and non-teaching staff are mentioned in the code of conduct. It also explains the role of the HoDs and functions of the departments. This code of conducts ensures effective and efficient administration.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

Response:

The college has a well-planned existing welfare measures for both the teaching as well as for the non-teaching staff. The various welfare measures are listed below:

1. Employees' Welfare Policy Document
2. Thrift and Credit society
3. Staff Common Room
4. Canteen with reasonable price
5. Healthcare facilities
6. Employees' Development Mechanism.
7. Felicitation on achievements.

1. **Employees Welfare Policy Document:** Bahona College has adopted the Employees' Welfare Policy on 1st January, 2019. The policy document explains the facilities and mechanisms available for the welfare of the teaching and non-teaching staff of the college. This policy states the facilities available in the college like healthcare, yoga and meditation, canteen, leisure room, emergency fund, professional development mechanism, women safety mechanism, ICT Infrastructure including Free Wi-Fi etc.
2. **Thrift and Credit society:** Bahona College has a thrift and credit society called 'Bahona College Karmochari Sansay Aru Rhindaan Samabai Samiti' for its staff members. This society was created with an aim to financially assist the faculty members and the staff at the time of their financial crisis.
3. **Staff Common Room :** College has a Staff Common Room for both the teaching and non-teaching staff with comfortable seating arrangements and attached lavatory.
4. **Canteen:** College has a spacious and well-furnished canteen with G+1 building. The canteen has separate seating arrangements for the students, faculty members and staff along with lavatories. The canteen provides refreshment and meals at a rational price. The canteen facilities are fully utilized by both the teaching and non-teaching staff.
5. **Healthcare facilities:** College has a health check-up unit with all the primary health care facilities such as general physical examinations including weight, height, blood pressure, pulse rate, blood group testing, haemoglobin testing, etc. A doctor visits the college weekly for primary health check-up of students and staff. College has an infirmary for health emergency.
6. **Employees' Development Mechanism:** Employees Development Cell under IQAC regularly organizes training programmes and workshops for the development of the employees. Along with Employees Development Cell, other cells and bodies also regularly organize seminars, workshops, faculty development programmes, administrative skill development programmes etc. These programmes help the staff in upgrading themselves with latest technologies and techniques. Staff members are also encouraged to regularly participate in different faculty development programmes, workshops, seminars organized by institute of repute.
7. **Felicitation on achievements:** Members from both teaching and non-teaching staff are always encouraged on their academic excellence and other achievements. Teachers are felicitated for achieving their Ph.D degrees while in service.

Thus, the above explanation clearly illustrates that the college has an effective existing welfare measures which serve as an essential tool for both the teaching as well as for the non-teaching staff for their overall satisfaction in the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 4.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	3	3	3

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 21.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
47	22	20	10	7

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 37.37

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
34	23	13	08	11

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The performance of the teaching staff is appraised by the Students' Feedback Analysis system. Students anonymously submit feedback on teachers using the online feedback portal. Teachers performance are appraised based on the following 10 criteria.

Sl. No	Quality Indicators

1	Clarity in Explanation [CE]
2	Knowledgeable [Knl]
3	Responsibility [Res]
4	Cooperation [Cop]
5	Punctuality [Punc]
6	Motivation [Mot]
7	Friendliness [Frn]
8	Stability [Stab]
9	Mentorability [Ment]
10	Sense of Humour [SH]

Students' Feedback Index [SFI] was formulated as follows –

$SFI = 1 - \frac{(\text{Maximum value of feedback response} - \text{Actual value of feedback response})}{(\text{Maximum value of feedback response} - \text{Minimum value of feedback response})}$

Here,

Maximum value of feedback response = Students' number \times highest value (=4)
 Minimum value of feedback response = Students' number \times lowest value (=0)

Actual value of feedback response = Students' number \times value actually assigned

SFI ranges from 0 to 1

Thus, SFI, being a relative measure neutralizes the difference in students' and faculty numbers among the departments. So it is comparable across the faculty members. Faculty members are categorised as per their SFIs.

Thus, the values obtained are analyzed by the IQAC and the report is submitted to the Principal for the betterment of the teaching-learning process. In cases where laxity or lacunae is observed the teacher in question is counselled by the Principal and urged to improve his/her performance for better service delivery.

The performance of the non-teaching staff is also appraised by the students of the college in the online Students Feedback Analysis. They are provided with feedback forms duly filled in based on the parameters of efficiency, cordiality, punctuality and overall helpfulness. These forms are analyzed by the IQAC and report is submitted to the Principal. The Principal further counsels those non-teaching staff members whose performance has invited criticism or needs improvement. The performance of those teaching and non-teaching staff members who have not fared well in the students' feedback is closely monitored.

The findings of the Students Feedback Analysis are then summarized and presented in tabular and diagrammatic forms and are stored at IQAC. Anyone interested can collect the soft copies of the calculation and can further do its analysis. The data obtained from these analyses are further utilized in-

1. Intra-departmental comparison
2. Inter departmental comparison

Annual Performance Indexes of teaching staff are also considered at the time of promotion of teachers to

higher grades. Teachers' performance for promotions are assessed based on their annual performance in three categories- Category-I: Teaching, Learning and Evaluation Related Activities, Category-II: Co-curricular, extension, professional development related activities and Category-III: Research, Publications and Academic Contributions by the teacher. The minimum API score required for promotion in Category-I is 75 per year, and 15 in Category-II. In Category III, one has to score minimum 5 points annually for promotion from stage I to stage II, 10 points annually for promotion from stage II to stage III and 15 points annually for promotion from stage III to stage IV (Associate Professor).

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Bahona College has a mechanism for both internal and external audits regarding all the financial activities carried out in the institution every Year. The books of accounts such as cash books, pass books and the supporting evidence are subjected to both internal and external audit. Proper procedure for purchases is adopted. Quotations are called for and prices are compared. The institution has formed a Purchase Committee for the purpose. Every financial transaction is recorded daily in the cashbook. All transactions are conducted by cheques or online bank transfer. In the accounts funded by government agencies, transactions are made through PFMS. The expenses made for various heads are recorded properly with the bills, vouchers and supporting documents. The income and expenditure are subjected to regular internal and external audit.

Bahona College conducts two types of external audits. One is done by the Director of Audit, Assam, under the existing rules laid-down in the 'Assam Accounts and Audit Act-1930'. Another year-wise external audit is carried out by external auditors. Sri P. Konwar, Rtd. Assistant director of Audit, Government of Assam conducted the external audit from 01-04-2016 to 31-03-2021. Besides these, for the fund received from different agencies - UGC, RUSA, ASTEC, DBT etc, the external audit has also been conducted by registered Chartered Accountants from time to time, and is submitted to the funding agency in due time. The auditors verify Cashbook, Bank accounts, Ledgers, Stock Registers, Purchase Orders, Bills, Vouchers, Statements of Cash Position and Cash Flow physically on the heads of various accounts, balance dates, and postings. The auditors did not find any serious irregularities in the financial matters of the college. The general observations of the Audit Report stated that accounts/records gave a true and fair view of the receipts, and hence, maintenance of accounts/records was found to be satisfactory. Minor irregularities found were settled in due course of the Audit.

The cash, kinds and services received as donation by college are audited. Records of donations are kept properly by the college administration. College has a unique social audit system where departmental financial activities are audited annually by a team of social auditors. The social audit of the department is

called Annual Departmental Financial Audit. The audit is conducted by a committee consisting of not less than 4 members. Out of these four members atleast one member should be from outside the department concerned and one should be a student member. The social audit team duly verifies the documents during the conduct of the audit. The team cross-checks the departmental financial transactions with income-expenditure statement and/or bank passbook and/or cashbook with voucher and/or register book and/or any other such documents available. Final audit report is countersigned by the HoD of the department.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution has a comprehensive resource mobilization and utilization policy and procedures as follows-

Mobilization of Fund:

- The institution seeks to mobilize government and nongovernment grants for infrastructure and resource development to the relevant authorities such as UGC, Assam State Government, Department of Higher

Education, Department of Science & Technology, RUSA, Assam Science Technology & Environment Council, Oil and Natural Gas Corporation etc.

- It reaches out to local organizations including banks, corporate houses and civic bodies for empathetic patronage.
- It welcomes donations, memorial prizes and endowments from different stakeholders.
- It partners with fellow colleges in jointly sponsored academic exchanges.
- It actively solicits MPLAD grants for the betterment of the institution.

Mobilization and Utilization of Space:

- College space is fully utilized with proper planning. A New Canteen has been constructed in the unused space near the garden. The old canteen building has been transformed into a Digital Service Center.
- The New Arts Building has been constructed utilizing the space behind Old Arts Building.
- Rooftop Solar Photo-voltaic grid-connected energy system and Rainwater Harvesting system have been installed using the open terraces.
- The New Science Building has been constructed by utilizing the space behind the old science building.
- An incinerator has been installed by utilizing the unused space inside the girls' hostel campus.
- Three vermicompost units are installed in the college campus by utilizing the unused space in the campus.
- Unused land was used to construct Boys' Hostel.
- The indoor stadium of the college is used for the sport activities. College has signed MoUs with Yeepman Kung Fu and KickBoxing Academy and with Badminton Coaching Center. These parties use this space for Yoga, Physical fitness training and badminton training.
- College premises is used for holding many state-level competitive exams.
- College has a distance education center as part of its research and academic extension activities where BA, MA and BCA courses are offered under Krishna Kanta Handiqui State Open University and Dibrugarh University. The center is also used for offering HS courses offered by Assam State Open School.
- College has a Community College under UGC Community College Scheme. It offers skill development courses to the local people.
- College campus was used for COVID testing and Vaccination.
- College campus is also used for organizing meetings of different social organizations. A zonal conference of Assam College Teachers' Association was organized in the college.

Mobilization of Intellectual Resources and other Abstract Resources:

- The institution mobilizes its human resources by visualizing, designing and implementing academic and co-curricular activities that challenge the students to develop their potential to the fullest.
- It encourages all staff members to reach their personal and professional growth goals by cooperating with their career development imperatives.

- It also mobilizes various abstract resources within and outside the institution.

Procedures for Resource Mobilization:

- The types and methods of resource mobilization are discussed in IQAC meetings, Staff meetings, Finance Committee meetings, Guardian meetings, and Alumni meetings and are approved by the Governing Body of the college.

File Description	Document
Upload any additional information	View Document
Paste 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

Response:

The IQAC has consistently striven to institutionalize quality assurance strategies.

Practice 1: Comprehensive Online Feedback Mechanism:

Students' Feedback on teachers, non-teaching staff, and administrator and campus amenities: The institution strongly believes that Students' Feedback on teacher makes the teaching-learning process more student-centric. It is also a process of self-evaluation and self-correction. Therefore, Bahona College has adopted a scientific feedback mechanism. Earlier, college collected and analysed feedback using offline mode. From 2016 onward collection of feedback has been shifted to online mode using the online feedback portal. A programme was designed in collaboration with a private firm, Corexx, Guwahati. On the basis of this software, students' feedback information is collected not only on teachers but also on office staff, administrator, campus amenities, evaluation system, course structure etc.

Online Feedback from teachers, parents, alumni and employers of alumni: Currently college has a six fold online feedback mechanism. Online feedback mechanism has now been extended to teachers, parents, alumni and employers of the alumni. College also conducts online Students Satisfactory Survey regularly among students. Thus it becomes a comprehensive mechanism.

Reports of all types of feedbacks are auto generated. On the basis of observations on the feedback results, regularly report is prepared which is submitted to the principal. IQAC, in the feedback report add suggestion based on the feedback data. The principal of the college takes necessary actions based on the report and the suggestions submitted by IQAC. This regular and multifold feedback mechanism helps ensuring quality in all sphere.

Practice 2: Community Services:

Community Extension Cell of IQAC has been actively involved in community services. Bahona College is itself situated at a flood prone interior locality on the bank of the river Brahmaputra, where a good percentage of the community consists of SC, ST and minority people affected by socio-economic and environmental issues. The college considers the social odds of this locality as chance to treat it as practical book both for students and faculty members. Making involvement in community programmes, students are oriented with the social issues to have practical knowledge there on through field studies and taking parts in outreach welfare activities. For faculty members, social issues are subjects of research, study and consultancy. Community service is both ends and means for the institutions, so far as research, study and development are considered. There are seven adopted villages under community care scheme and the outreach programmes are performed in the villages. Community care has been internalized in the functionary of the college. Community services have helped the students to have awareness of the various social issues. It has developed the sense of humanity, equity and enhances the sense of social belongingness. Community service has now become an identity of the college in its surrounding localities. Students' Union, NSS, NCC, Assam Science Society (Bahona Branch), Women Cell, and Teachers' Unit, Institutional BioTech Hub of the college actively take part in the community extension works.

These IQAC initiatives have helped in institutionalizing quality services at the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

IQAC has been actively involved in reviewing the teaching learning process. Two such examples are-

Example 1: Strategic Planning, Implementation and Review of the Curriculum

IQAC has developed a strategic curriculum delivery process, which is-

A. Strategic Planning:

- **Prospectus:** The Academic Development Cell [ADC] under IQAC prepares a prospectus including all the courses and programmes to be conducted for a year in detail.
- **Academic Calendar:** Academic Calendar is prepared regularly through which the whole teaching-learning activities of the year is planned.
- **Class Routine:** Central routine is developed for each semester for effective delivery of the

curriculum.

- **Teaching plan, Lesson plan, Syllabus Distribution:** Teaching plans and lesson plans are prepared and syllabus are distributed in advance for effective curriculum delivery.

B. Implementation:

- **Orientation Programme:** Orientation programmes are regularly organized to orient the student about the course, syllabus, exam, different facilities and rules and regulations, code of conduct, etc.
- **Assessment and Monitoring:** It is done through sessional exams, home assignments, seminars, project activities, community services and group discussions etc.
- **Mentoring:** Students are regularly mentored by the mentor teachers on different issues.
- **Syllabus Completion Certificate:** Syllabus Completion Certificate issued by HODs after timely completion of syllabus.
- **Class Records:** Teachers, HODs and students regularly records their class and other activities in the Diaries.

C. Review process:

- **Feedback System:** IQAC regularly conducts Students Satisfaction Survey and takes feedbacks from as students, teachers, parents, alumni and employers regarding the teaching-learning process and also analyses and reviews the whole process of curriculum delivery as and when required.
- **Perspective Plan:** IQAC has developed a perspective plan to uplift and enhance the teaching-learning process. IQAC is also working on a revised Perspective Plan as its preparation policy towards NEP and post-Covid 'New Normal'.
- **Teaching-learning policy:** The IQAC has developed a teaching-learning policy for making the curriculum delivery process more stringent and efficient.

Example 2: Departmental and Individual Audit [DIA]

IQAC has introduced **Departmental and Individual Audit system** as an internal academic audit mechanism to make the teaching, learning and evaluation system more effective. Department and teachers submit their departmental and individual activities and achievement data in a preset template known as Annual Departmental and Individual Profile. IQAC compiles and analyses the activities and achievements of the departments and teachers annually and prepares the **DIA** report.

Annual Departmental and Individual Profile covers all the areas such as academic transactions accomplished by each faculty, departmental extension activities, support and incentive provisions of the department, end semester results, faculty development, interdisciplinary activities, associated courses, students' progression and placement, students' extra-curricular, co-curricular performance, corporate and social responsibilities accomplished by the faculty members etc.

IQAC and college management regularly reviews the DIA reports for uplifting the academic and co-curricular aspects. The DIA reports helps in optimizing the use of physical and human resources of the college particularly in case of teaching, learning and evaluation. The format of departmental profile has been modified from time to time as per need of time and situation.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Bahona College has taken several steps to promote gender equity and gender equality. College has maintained gender-neutral policy in its appointment, admission, academic and co-curricular transaction. For gender equality and gender equity college takes affirmative actions. In the last five years, the college ensured gender equity by adopting multifold initiatives like-

1. **Safety and Security:** College ensured a safe and secured campus for all including girl students and female staff. To ensure safety and security, it has appointed security guards who monitor and record entry and exit of visitors. Main gate is guarded by gate keeper with 24-hour service. It also has provision of day and night watchman service. CCTVs are installed for security and safety of the female stakeholders. The Girls' Hostel is located within the college campus and well protected with boundary walls. The Hostel Management Committee examines all the facilities and problems arise in the hostel and a lady matron is appointed to look over every details of the hostel residence. The Anti-Ragging committee, Internal Complaints Committee, Gender Champions, Students Grievance Redressal Cell and Employees Redressal Cell ensure gender safety by disposing grievances related to gender discrimination.
2. **Counseling and Orientation:** College has taken steps for counseling of students on gender issues. Gender orientation programmes are organized regularly to address issues like gender, women concern, safety and security, mental health, wellbeing etc. The Internal Complaints Committee, Gender Monitoring and Review Committee, Gender Champions, Women Cell, Teachers Unit, Students' Union actively promote gender equality by organizing different activities. The Gender Monitoring and Review [GMR] Committee was formed in 2018 as per the College Policy for Gender Equity and Sensitivity. As per the plans prepared by the GMR, different cells organized gender counseling and sensitization activities. Women Cell has conducted workshop for women entrepreneurship, celebrated International Women's Day and National Girl Child Day. Women Cell organized a national webinar in 2020 on Peace, Security and Social Justice to highlight the impact of Covid lockdown on women. Internal Complaints Committee and Gender Champion Committee organized orientation programme on Gender Sensitization. A poster drive on gender equity was organized by Gender Champion Committee on 8th March, 2021. A state level orientation programme on "Safety and Dignity" of women was conducted. Apart from these orientation programmes, National Level Webinar was organized by ICC, IQAC and Gender Champion Committee on addressing mental health and anxiety in students through creative art. The curriculum of the college also includes issues related to gender sensitivity.
3. **Facilities:** College has ensured availability of basic facilities for all female stakeholders. It has a Girls' Common Room and a Women Cell Office well equipped with furniture and washroom. College has 5 toilets only for women. Toilet made for PwD is available for both male and female. College has a Sanitary Napkin dispenser for all female stakeholders.
4. **Policy Initiation:** College policies, including the Perspective Plan, Code of Conduct, Gender Equity and Sensitivity policy, Employees Welfare Policy and Students Grievance Redressal Policy etc. advocate for gender equity in different spheres.

File Description	Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

College follows the principle of '5 Rs' i.e. Refuse, Reduce, Reuse, Repurpose and Rot. From the health, hygiene, environment and aesthetic point of view, the college ensures proper disposal of waste. In the view of Swachha Bharat Abhiyan, volunteers of NSS, students and staff regularly organized campus cleaning drive to maintain the cleanliness of the campus.

Solid Waste: The solid wastes are segregated into biodegradable and non-bio degradable wastes. These wastes are removed from the classrooms, laboratories, library, toilets, canteen etc. Dustbins are placed at suitable sites. Biodegradable wastes are used to prepare vermicompost. All possible dry leaves/branches/grass etc. are used for vermicompost preparation. The vermicompost used as soil

conditioner and fertilizer for the plants in the campus. Biodegradable wastes in the Boys' Hostel are used in Biogas Plant. The college has adopted a 5 Years Single Use Plastic Ban Policy to minimize plastic waste. Paperless communication is a regular practice of the college. Waste papers, stationery, metal and other scraps are given to scrap collectors for recycling. Refurbishable items are refurbished for future use. In canteen, dry and wet waste is separated and disposed of properly. The non-biodegradable wastage from all dustbins are collected and disposed of at garbage bin on a daily basis.

Liquid wastes: The college maintains proper system for disposal of the liquid wastes. Liquid wastes from the points of generation such as the canteen, toilets and hostels etc. are let out as effluent into proper management facility like drainage and tanks, to avoid stagnation. To manage the liquid waste, laboratories have drainage system. Drinking water facility is available in every building of the campus. Students are motivated towards judicious usage of water. Student and staff are required to turn the water taps off immediately after use. Waste water is properly drained out to maintain greenery and an ecologically aesthetic environment in the campus.

E-Wastes: The major e-wastes generated in the institution comprises of batteries, UPS, discarded input devices such as mouse, keyboards, wires and cables. All the miscellaneous e-waste such as CDs, batteries, fluorescent bulbs, PCBs and other electronic items are collected from every department and office, and delivered to Tech-Hub. According to the MoU signed by both the parties, Tech-Hub would buy the e-wastes from the college campus. With the increased use of e-mail, cloud storage and USB drives, the use of CDs and DVDs has become almost negligible. Useful parts of electronic gadgets are reused. The e-waste is reused whenever possible by repairing them.

Waste Recycling Management: Waste recycling management in Bahona College involves the production of vermicompost from biodegradable solid waste. Plastic wastes like plastic bottles are used for decorative purpose. Food waste in hostels are used in the piggery maintained by the college. Other biodegradable waste generated in the Boys' Hostel is used in Biogas Plant.

Hazardous Chemical: Hazardous chemicals like HCl, H₂SO₄ and HNO₃ used in the labs are diluted before pouring into sink.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**
- 5.landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**

3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Bahona College has adopted a policy of promoting tolerance and harmony among staff, students and local people. To attain this objective, Bahona College regularly organizes awareness campaigns for the promotion of an inclusive environment in the campus as well as the communities from where students' hail. The initiatives taken by the college can be broadly categorized into two types – departmental level and college level. At department level, all the teachers mandatorily sensitize student mentees about the maintenance of an inclusive environment in the campus as well as their communities, highlighting the importance of harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. At college level, various units, societies, bodies of the institution such as NSS, NCC, Cultural Cell, Student Union, Women Cell, and Teachers' Unit regularly organize major events including all the employees and students of the college along with local communities. A cultural rally reflecting the diverse heritage of the country is organized every year during the annual College Week. Major initiatives for promoting an inclusive environment are-

Events	To Promote	Year	Participants
“Diha Naam” competition among the women of Jorhat district and inauguration of wall magazine “ASTITWA”.	Local Culture and Tradition	2016	22
Workshop on Human Rights: Issues, Prospects and Challenges	Human Rights for All	2016	49
Workshop on “Empowering Rural Women Through the Development of Entrepreneurial Skill of SHGS”.	Inclusive Socio-Economic Development	2016	260
Awareness Programme on Removing Superstitions	Communal Harmony	2017	50

and Prejudice	Mistrust		
Friendship Visits to the local households in the evening by NSS Volunteers	Social Bonding	2018	50
Me-Dam Me-fi celebration in the village	Cultural Diversity	2018	50
Workshop on Jyoti Sangeet, Rabha Sangeet and Parbati Prasad Sangeet	Cultural Diversity	2018	30
Workshop on Bihu Dance	Cultural Diversity	2018	30
Street play on Witch Hunting	Women Safety	2019	56
Street play on Superstition	Tolerance	2019	50
Bihu Celebration	Cultural Diversity	2019	-
Popular talk on Bihu	Cultural Diversity	2019	48
Unity Run	Harmony and Tolerance	2019	-
National Webinar on "Peace, Security and Social Justice Impact of the Covid-19 Pandemic on Women"	Tolerance, Harmony, Women Safety	2020	1090
State-level webinar on "Dr. Bhubendra Nath Saikia Adhunik Jibonor Rupkar"	Linguistic Diversity	2020	230
Painting, Essay competition & Fund raising.	Communal Harmony	2021	167
Observation of Communal Harmony Week	Communal Harmony	2021	152
State-level webinar "Ramdhenu Jugar Chutigalpa Homen Borgohain Golpor Bishes Alokpat"	Linguistic Diversity	2021	100
State-level webinar on The Life and Career of Dr. Lakhinandan Borara	Linguistic Diversity	2021	97
Interdepartmental Seminar on "Covid-19 pandemic on human relations"	Tolerance	2021	134
Workshop on Bhupendra Sangeet	Cultural Diversity	2021	84
Community Freshers	Cultural Diversity	2021	-
Social Visit and Festival Greetings	Cultural, regional, linguistic, communal socioeconomic and other diversities	2016-2021	-

College celebrates different days and occasions to promote tolerance and harmony among all. Teachers and students exchange New Year greetings, Eid Greetings, Bihu Greetings, Puja Greetings which also promote harmony and tolerance. Staff and students enjoy holiday on religious, ethnic, cultural and other auspicious days, which also promote unity in diversity.

File Description	Document
Any other relevant information.	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Bahona College respects and promotes students and employees about the constitutional obligations in all the possible aspects. Institution makes its best effort to inculcate all that is being mentioned in the Preamble of the Constitution of India. As a democratic practice, many decisions of college are made in consultation with students. Every year, the institution organizes Students' Union election and forms a Students' Union. The members of which participate in many decision-making processes of the institution. Students' Union members are included in various administrative committees, cells and bodies functioning in the institution. Apart from that, every department of the institution takes many decisions after coming to a consonance with their respective students. In these ways, institution gives the liberty of thought and expression to the students and employees. Institution respects the beliefs, thoughts and worships of students and employees hailing from various communities and religious backgrounds. The holiday list of the institution is reflective of that. There are gazetted holidays as well as restricted holidays for various religious, communal events/occasions. The institution gives the liberty to all the students and employees to celebrate their respective religious, communal events/occasions.

The institution respects and believes in the equality of status and opportunity in every possible aspect. The uniform dress of every student is a small example to mention. Institution follows a strict dress code for the students, irrespective of their status. Students' scholarships, hostel allotment, etc. are given to students based on their eligibility irrespective of their status. During students' admission and faculty employment also, the institution strictly follows the reservation policy laid out by the government. To promote equal rights and communal harmony, institution organizes events like communal harmony campaign week, International Human Rights Day, etc. to promote communal harmony and equal rights among the students, employees as well as neighbouring peoples. Institution has zero-tolerance policy towards the violators which uses social status, communal status as tool to demoralize others.

To promote unity and national integrity, institution celebrates various commemorative days and events relevant in this regard. A few to mention includes, Independence Day, Republic Day, Constitution Day, Gandhi Jayanti, Swahid divas, etc. The main objective of these events is to promote awareness and sensitize students and employees of the institution to stand united.

College curriculum and co-curricular activities promote moral values, rights, duties and responsibilities among students. Human Rights, Gender Equality, Fundamental Rights and Duties, Environmental Consciousness, Morality, Ethics etc. are part of curriculum exercise of the college. College also promotes these in the morning assembly. College regularly organized popular talks, webinars, workshops, training programmes etc. to promote these. Celebration of Independence Day, Republic Day, Voters Day, Environment Day, Human Rights Day, Communal Harmony Week, Road Safety Day,

International Women's Day, and Girl Child Day are few regular events of the college which promote constitutional obligation among students and staff.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Bahona College organizes and celebrates several national and international commemorative days, events and festivals. Some of these events are organized within the campus while several such programmes were organized involving local communities as well as residents of adopted villages. A few such events to mention are – Independence Day, Republic Day, Gandhi Jayanti, World Environment Day, National Science Day, International Yoga Day, World AIDS Day, World Plastic Free Day, World Forest Day, etc. Independence Day is celebrated by the institution every year to commemorate the day when India got independence from British rule. The celebration of Independence Day is aimed at commemorating those brave hearted freedom fighters who won us independence. Similarly, the institution celebrates Republic Day each year to commemorate and celebrate the anniversary of being a republic. To promote science

education and scientific thinking, and also to commemorate the great Indian scientist C. V. Raman and his phenomenal discovery of Raman Effect, the institution has been celebrating 28th February as National Science Day. Being a rural college, the institution holds a key responsibility for promotion of science education and scientific temperament among the neighbouring. To do so, the institution has been celebrating National Science Day keeping some activities like talks by renowned scientists, scientific model competition, essay competitions, street drama, awareness rally, etc. involving students of the institution as well as neighbouring schools. To commemorate and popularize his philosophy and tremendous efforts made in India's independence, every year the institution has been celebrating the birth anniversary of Mahatma Gandhi as Gandhi Jayanti. Keeping in view of the alarming situation of the different components of our environment, this institution has been aggressively taking various steps on occasions such as World Environment Day, World Plastic Free Day, and World Forest Day etc.

List of local, national and international commemorative days, events and festivals institution observed or celebrated:

1. Silpi Diwas
2. National Girl Child Day
3. National Voters Day
4. Republic Day
5. Panchami Tithi
6. International Day of Women and Girls in Science
7. International Mother Language Day
8. National Science Day
9. International Women's Day
10. World Earth Day
11. Celebration of Bihu
12. World Book and Copyright Day
13. World Environment Day
14. Rabha Diwas
15. International Yoga Day
16. Librarian Day
17. Independence Day
18. Teachers' Day
19. National Unity Day
20. World Animal Day
21. Children Day
22. Sankardev Tithi
23. Madhavdev Tithi
24. Bhupendra Divas
25. Constitution Day
26. World Aids Day
27. National Pollution Control Day
28. Human Rights Day
29. National Mathematics Day
30. Communal Harmony Week
31. Swachchata Pakhwara
32. Forest Week

From the above list, college celebrates or observes few events regularly like Silpi Diwas, National Girl Child Day, National Voters Day, Republic Day, Panchami Tithi, International Mother Language Day, National Science Day, International Women's Day, World Earth Day, Celebration of Bihu, World Environment Day, Rabha Diwas, International Yoga Day, Independence Day, Teachers' Day, Constitution Day, Human Rights Day etc. College also observes Communal Harmony Week. Fifteen day long Swachchata Pakhwara was celebrated to spread awareness on cleanliness. Weeklong Forest week was celebrated in 2019 to promote awareness on plantation and as part of it, sapling planted in the college campus.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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:

The two best practices of Bahona College are-
***Commitment to the Environment and
Dedication Towards Rural Development***

Best practice 1:

1. Title of the Practice: *Commitment to the Environment*

2. Objectives of the Practice: The college has maintained and promoted a green, clean and eco-friendly environment within its premises, in its neighbouring areas and also in the adopted villages. The practice of promoting a green and clean environment is the outcome of college's commitment to the environment.

The college is situated in a rural environment and is surrounded by greenery. The natural locational advantage to this green campus offers opportunities to promote eco-friendly activity and to maintain an environment friendly campus. The college has also realised the global climate challenges. To stand against the climate challenges, Bahona College has decided to work for the environment. Therefore, in a situation when human activities have posted challenges to the environment, Bahona College has dedicated itself for the protection of the environment with the following objectives:

- To inculcate the Green and Eco-friendly protocols among students, teachers and supporting staff.

- To educate and orient students, supporting staff, teachers and local people on environment protection.
- To take steps for waste management by adopting 5R principle- Refuse, Reduce, Reuse, Repurpose and Rot.
- To make the college campus and the adopted villages pollution free.
- To plant trees by the staff and the students both inside the campus and at adopted villages.
- To take initiatives for energy conservation and for adopting alternative sources of energy.
- To take action for conservation of water.
- To limit the entry of automobiles and to promote clean energy vehicles in the campus.
- To take steps for minimizing the use of Single Use Plastic.
- To conduct energy, environment and green audit of the college.
- To spread environmental awareness among students, teachers, support staff and inhabitants of neighbouring localities and adopted villages.

3. The Context:

Degradation of environment is a global concern. Communities are working for the protection and promotion of environment both at local and global level. As an educational institution, it is our prime responsibility to work for the protection of the environment as well as to create awareness about environment among the students and the community. Therefore, Bahona College has started working for protecting the environment with multiple initiatives.

Students' engagement: Bahona College has engaged the students in the environmental protection initiatives. Students of the college are required to plant and grow sapling to avail *Fee Waiver Schemes*. Students also participate in environment protection initiatives. Volunteer students of NSS and cadets of NCC are involved in various environment protection and promotion related activities such as cleaning of campus, plantation programme, taking active part in the environment protection related awareness programme in the neighbouring villages as well as in adopted villages.

Staff engagement: Teaching and Non-teaching staff of the college are engaged in environmental protection and promotional activities. They take part in plantation drives and encourage students to take part in environment protection programmes. Teachers of the college participate in workshops, seminars, faculty development programmes etc. on environment. World Environment Day is celebrated in the college every year with active participation of staff along with students. Extension activities related to the environment are conducted by the staff of the college in schools and villages.

Green Practices: Bahona College has adopted several green practices. The college has installed solar energy system, sensor based energy saving equipment, energy-efficient bulbs, biogas plants etc. It has adopted plastic ban policies and has a mechanism for recycling and reusing waste. Vermicompost produced from biodegradable waste is used to manure the plants in the campus. The college has rain water harvesting systems, traditional water tanks and ponds, waste water recycling system etc. It has an e-vehicle charging station also. The college is landscaped with greenery. It has conducted Green Audit, Energy Audit, Environment Audit. The college has received recognition from different agencies for its environmental commitments such as clean and green campus recognition certificate. E-governance introduced in the college as part of its commitment to the environment.

Initiative at adopted villages: Though environmental degradation has become a global challenge, people are less interested in protecting it. Human being has been acclimatised to climate unfriendly behaviour.

Use of plastic and other pollutants has become a regular practice. In such condition, it is a challenge to motivate people to correct their behaviour. Therefore, college has decided to aware and orient people on environmental issues. The college has also adopted curricular and co-curricular initiatives for making students aware of environmental issues.

4. The Practice – To address the aforementioned challenges, Bahona College has adopted policies to protect and promote environment. Students, faculty members and non-teaching staff, all are involved in these activities. Students are advised to plant and grow sapling. They are encouraged to take part in the environment promotion activities such as plantation, cleanliness drives, rallies etc. Students are also involved in the environment awareness programmes conducted in the adopted and neighbouring villages. NSS volunteers, NCC cadets and members of Environment and Climate Cell and Eco Club have actively participated in tree plantation programme on the bank of Rangajan, plantation programme in Nimati, poster drive on bird conservation in Nimati, rally on awareness of drinking water and sanitation in Borali village etc. Nimati Ghat is a haven for migratory birds but there is a threat of killing these birds for their meat. Awareness programmes and poster drives were conducted to protect and make people aware about their importance. The college has a green campus and continuously maintain its greenery by planting trees. New saplings are planted to replace the aged trees in the campus. The waste which is produced by the institution, is segregated into bio degradable and non-biodegradable waste. Biodegradable wastes are used to produce vermicompost which is applied as manure for plants of the college campus. Management of non –biodegradable waste is done in a way so they are harmless to the environment. E-wastes are sold to Tech-Hub as per the MoU signed between the college and the farm. The waste water of the college is also recycled and reused. The college regularly celebrates World Environment Day, Earth Day, International Day of Forests etc. and seminars and webinars were organized on environment related themes during these programmes. Workshops on producing vermicompost were conducted in the adopted villages to encourage organic farming. The college also felicitates guests and resource persons of different programmes with sapling. Plantation is regularly done within the and beyond the campus by the students and faculty members of the college.

5. Evidence of Success –

1. The college has successfully maintained a green campus.
2. The college has received appreciation certificate for its environmental commitments.
3. Satisfactory audit reports.
4. Satisfactory Electricity Consumption: Though numbers of Electric devices have increased but power consumption has not gone too high due to energy saving practice of the college.
5. Installation of Bio gas, Solar power system, Use of E-Vehicles, Vermicompost production, use of energy-efficient bulbs in the college and by villagers of adopted village.
6. Organic farms produce.
7. On campus and off campus Plantation by the college members including administration, teachers and students.
8. Publication of books, papers, articles on environment.
9. Quality of air and water.
10. E-governance.

6. Problems Encountered and Resources Required:

- Due to CBCS system of education and continuous evaluation process, students have less time to engage themselves in environment related activities outside the college.

- High cost of energy efficient equipments.
- Plastic wrapped items.
- Corrupt culture of over using non degradable resources.
- No scientific mechanism available to plastic waste management.
- Chemical hazard management.

7. Notes (Optional) –

The college has adopted a policy for 5 Year Plastic ban. It will dedicate its research and extension service towards environmental protection. These will help in making the practice of environmental protection more fruitful.

Best practice 2:

1. Title of the Practice - Dedication Towards Rural Development

2. Objectives of the Practice - Bahona College is a higher educational institution placed in a rural part of the country. Lack of awareness about some basic practices and beliefs among the neighbouring community is evident in this part of the country like all other rural parts. There are scopes for work in certain segments, which could improve the livelihood of the people and in general contribute towards nation building. Therefore, it becomes equally important for the institution to work for the upliftment of the rural community alongside the academics. With this underlying principle, this practice was introduced by the institution. The objectives of this practice were to develop the neighbouring rural community of the institution by carrying out activities, awareness programmes on relevant topics such as – education, health and hygiene, environmental consciousness, skill development, linking to the market, and culmination of misbeliefs and malpractices, etc. It was intended that a strategic implementation of activities/programmes towards the above mentioned concerns would lead to a state in which the neighbouring community will develop consciousness about importance of education, health and hygiene, environment, skills to earn livelihood, and discontinuation of misbeliefs and malpractices.

3. The Context- The contextual features/challenges which needed to be addressed in designing and implementing this practice can be summarized below –

- Being present in a much greener part of the country, the local residents are negligent towards the potential threats on the environment. Non-agricultural plantation was hardly observed among the residents. Apart from that, extensive use of single use plastic was also prevalent.
- Despite having enough resources, there was an apparent lack a skillset to earn livelihood in the members of the community.
- The number of students pursuing science education was comparatively less, evident by the prevalent lack of scientific temperament in the neighbouring community.
- The problems associated with health and hygiene like improper hand washing, open defecation, consumption of undrinkable water, lack of knowledge about some waterborne and communicable diseases were there.
- Malpractices like gender inequality, lack of knowledge about human rights, communal dissonance

also existed to a lesser extent.

4. The Practice - To address these issues, the institution has been working thorough all fronts at its disposal. The NSS unit, NCC unit, Environment and Climate cell, Eco Club, Women Cell, Assam Science Society (Bahona Branch), Teachers' Unit functioning in the institution has been working continuously towards achieving these goals.

As previously mentioned, the institution is surrounded by many villages. Surveys were conducted to identify the problems and the most affected villages. Based on these surveys, seven villages were adopted by the institution with the promise to work on those problems. Each village had its own set of problems which in some ways were slowing the pace of development.

To promote environmental consciousness, many awareness rallies were carried out in the adopted villages. Plantation programmes have been an integral part of the institution. More than 2500 saplings have been planted in the adopted villages by engaging the youths of those villages. Sapling plantation was made compulsory for each student taking admission in the institution. To promote proper waste disposal, many permanent dustbins were set up in the villages. One village called Boraligaon is situated near the Nimati Borsorola wetland. The livelihood of the people of this village is based on the products of the wetland. But the people there were not conscious enough about the potential threats imposed by their activities. Awareness programmes like World environment day, World Earth Day, World Plastic Bag Free Day, effects and solutions of plastic pollution were conducted in that village sensitizing the residents about the significance of the wetland and the potential threats which could lead to loss of biodiversity and ultimately their livelihood.

To develop and promote rural economy, various initiatives have been taken by the institution. There have been free workshops on rural entrepreneurship, vermicompost production, pickle production, animal husbandry etc. in which the residents of the adopted villages took part. Poultry chicks and commercial crop saplings were distributed among the villagers in the NSS special camps. Apart from those, a week-long trade fair was organized by the institution to give market exposure to the products developed by the villagers.

To promote science education, numerous events have been organized in the schools of adopted villages. Activities such as celebration of National Science Day, science model exhibition, popular talks by renowned personalities from scientific background, classes taken by the science teachers of the institution in schools of adopted villages, science quiz, essay, poster, drawing competitions, etc. have been extensively carried out in this regard.

To sensitize the villagers about health and hygiene, the institution has been working with everything at its disposal. The institution has organized medical camps in the adopted villages at different times. During the time of COVID pandemic, extensive awareness programmes were carried out through various platforms throughout the year. Face Masks and hand sanitizers were also distributed. Apart from that, the institution has been spreading awareness about health and hygiene by organizing events in adopted villages. A few to mention - awareness campaign on Swachhata, celebration of International Yoga Day, observation of world AIDS day, awareness programme on waterborne diseases and potable water, street plays on Swachh Bharat Mission, cleanliness drives at different times, construction of canals, etc.

The institution has been working to eliminate social menace like gender inequality, lack of knowledge about human rights, communal dissonance in the adopted villages. The activities carried out in this context

were observation of Communal Harmony Campaign week, National Girl Child Day, International Women's Day, International Human Rights Day, etc.

5. Evidence of Success–

Surveys were conducted in each adopted village to review the progress on the challenges five years after the adoption of the practice. The survey results are reflective of the fact that significant progress has been made towards environmental consciousness, rural economy, scientific temperament, health-hygiene, and elimination of misbeliefs and malpractices. The villages were selected for this practice based on ten survey queries related to the above-mentioned fields. After five years from the adoption of the practice, the same survey was conducted among the household of the villages to review the results against each target. The results indicate that the villagers became more conscious about the environment than they were earlier. They planted more, and reduced use of single use plastics was observed. The villagers were more engaged in making money from locally available resources and the skills developed through our initiative offered a great help achieving this. After these years, people were more interested to send their young wards to pursue science. Earlier, the basic hygiene practice was a big problem in these villages. The efforts under this practice have made the villagers more health conscious than ever. They were washing hands more frequently, consumed filtered water more. There has been an increase in computer literacy among the inhabitants.

6. Problems Encountered and Resources Required–

The following problems were encountered during the practice –

- The villagers were non compliant about the requests made by college personnel in the initial phase of the practice. Repeated and recurring reminders solved that problem in the later phases of the practice.
- Due to unavailability of cost-effective alternatives, the use of Single Use Plastic has increased to an alarming degree. Hence, it has become difficult to make a complete switch to a Single Use Plastic free state. Alternative green materials are needed in larger number at an affordable cost to achieve the goal.
- There are many instances where the family is not financially capable enough to purchase a basic water purifier. Intervention of government or nongovernment agencies for financial aid is required to solve this problem.
- There is a lack of computers observed in the households of the villages. This ultimately leads to unsatisfactory progress in terms of imparting computer skills to village residents, despite the college having sufficient number of skilled individuals to train them. More computers will be required in the village households to overcome this challenge.

7. Notes (Optional)–

It is noteworthy to mention that a great majority of the colleges in Assam are in rural locations. The socio-economic problems identified in the neighbouring villages of the college will bear resemblance to other institutions. An institution must progress by including its neighbouring localities and its catchment area in its achievements, instead of remaining aloof from them. Therefore we would consider this practice of our institution to be of relevance to other institutions adjunct to villages with similar issues.

File Description	Document
Any other relevant information	View Document
Best practices in the Institutional web site	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:

Introduction:

Bahona College not only limits its commitment to students in the academic sphere, but contributes for well-rounded development of the students. It has been working relentlessly to transform the lives of countless young students. To achieve this, Bahona College not only care for the students during their college days, but also prepares them since their school, and also mentor and support them after they have graduated from the college. Bahona College continues to challenge itself to stay ahead of the curve and address the changing needs of its students and society in the most compassionate and engaged way. The college provide assistance to potential students before admitting them into the institution, as students in the institution once they are enrolled, and even after leaving the institution. This distinct policy of the institution is called Prepping and Progression Assistance for Rounded Empowerment, in short "PREPARE". The policy has three stages- Preparation Stage, College Stage and Post College Stage.

Methodology:

Bahona College has adopted the Spatio-Temporal Methodology to implement the PREPARE policy. Following the methodology, the college connects with the students across time and space. It considers academic and co-curricular aspects of the students as a spatial feature and their disadvantages and/or challenges as temporal property. The college tries to eliminate these temporal hindrances of the students, and capitalises on the academic and co-curricular aspects for their rounded development. For that, linkage is established with primary/secondary educational and co-curricular institutions and prepare the students for a better future.

Practice:

College has practised it's PREPARE policy at three levels-

1. Preparation Stage: Bahona College approaches the potential students in schools. For that, the college has extended its community service practices to the neighbouring villages and schools. The college organizes popular talks, science talks etc. in schools to orient them on different issues and instill a scientific temperament in them. The college faculty members have conducted classes in the nearby schools. Bahona College has organized series of popular talks, both in the college premises and at the nearby schools where school students participated. It celebrated national and international comemorative days in the nearby and adopted schools. It also organized awareness camps, training programmes in the schools. The Science Society, NSS, Women Cell and other bodies of the college organized competitions

such as quiz, extempore speech, essay writing, poster designing, drawing, science model preparation, dance etc. among the school students and these helped in grooming of the students at very early stage. The college has made its facilities like library, laboratory and Digital Services Center accessible for students of the local area. The college has made arrangements for providing Yoga, Martial Arts and Badminton training to the college as well as school students. As its academic extension service, the college has Higher Secondary classes in both Arts and Science streams. The classes for these are conducted within college premises. This allows the college to orient and prepare the students for higher education.

2. College Stage: The college has not limited itself only in dealing with the curriculum, but has adopted a rounded approach for the betterment of its students. It has committed itself for the academic, co-curricular and personality development of the students. With these objectives, the college has regularly organized skill development workshops to prepare them for real life and employment. The institution respects the co-curricular interests of the students and tries to uplift them to a level where they can earn respect and turn their passion into a profession. To mention a few – workshops on singing, creative writing, photography, life skills, financial literacy, etc. are held regularly. Through the NSS unit, the college tries to develop a sense of selfless service among the student volunteers by engaging them in various community service activities. Similarly, the NCC unit prepare the students for community service in hours of emergencies like natural disasters. Through these platforms leadership capabilities are inculcated among the students.

The institution tries to instill a deeper sense of awareness for the preservation and promotion of the local and national culture and beliefs in various forms like – celebration of International Mother Language Day, commemorative days of local and national significance, etc. The departments also take part in various community service activities involving their students. As a democratic practice the institution involves student representatives in various decision-making processes. The institution tries to acquaint the students about real-world problems by engaging them in topics of local relevance for their field-based learning. To sum up, the college is committed towards rounded development of its students.

3. Post College Stage: The faculty members are always in contact with the students who have graduated and provide assistance in various forms. The institution provides financial assistance to the students securing admission in universities for their postgraduate programmes. These students receive counselling from the teachers of the college regarding various academic activities like seminar presentation, article writing, experiment design, data analysis, database search, important decision making, etc. The teachers help students to prepare for various competitive examinations like JAM, NET, GATE, SLET, Civil Services examinations etc. The teachers also recommend students for job recruitments by various agencies when such opportunities arise. The departmental libraries and the College Library are open for the students who have graduated. The college invites the students involved in various businesses to receive a better market exposure. In this manner, college extends support and guidance to its graduates and help them to prepare for a better, fulfilling life.

Result:

The result of the PREPARE policy, as a distinct feature, is quite visible. The college has successfully established relationship with the neighbouring schools and these institutions have acknowledged the contribution of the college. The college has received appreciation from the neighbouring villages for its rounded empowerment policy. Students who have graduated from the college has maintained good relations with the college and have acknowledge the contribution of the college in their lives.

Thus, PREPARE make Bahona College a distinct higher education institution committed towards a rounded

empowerment of the students.

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

NAAC

5. CONCLUSION

Additional Information :

Bahona College was last assessed by NAAC in 2015 and it was awarded Grade B with 2.71 CGPA. Since its last assessment, it has made significant progress including celebration of Golden Jubilee, Securing position in NIRF ranking and selection for MHRD Unnat Bharat Abhiyan. Bahona College is a policy driven institution. It has adopted several policies to ensure quality education and service to the nation and the community. Recently it has received appreciation and recognition for its outreach community oriented activities from different government and non government agencies and organizations. In 2022, Government of Assam recognised the college for its Excellent College Environment & Climate Cell for its contribution towards environment protection.

Bahona College has conducted Green Audit, Energy Audit, Environment Audit and Academic Audit by external agencies and the audit reports are satisfactory. It has undergone financial audits by external agencies and social audits are conducted for all departmental financial transactions. College has continued its commitment to quality service even after its assessment period.

Bahona College has a Publication Cell which regularly publishes books, magazines and journals. The college also has a Distance Education Centre, and Institutional Bio-tech Hub which contribute to the quality upliftment of the college. Alumni of the college are internationally placed in key positions in numerous organizations. Recently alumnus of the college Kankan Kishore Dutta received 'National Teacher Award 2021' from Government of India, and another alumnus of Bahona College Dr. Basanta Hazarika received Assam Gaurav Award 2021 - an Assam State Civilian Award. Mr. Amlan Bora, an alumnus of Bahona College has been appointed as Investment Commissioner by the Government of Netherlands. Dr. Anil Saikia, an alumnus of Bahona College has been awarded Dr. Bhupen Hazarika Cultural Award in the year 2021-22.

Concluding Remarks :

Bahona College introduced Choice Based Credit System in 2019 and presently all its academic programmes are as per CBCS system. It has promoted multidisciplinary curriculum and adopted an experiential and experimental approach towards curriculum delivery. Bahona College has a well developed feedback mechanism and it has a culture of assessing its academic and other activities periodically by conducting surveys and audits. College has a progressive research and publication culture. Faculty members of Bahona College are also engaged in textbook publication. It has well established extension services. The college maintains judicious utilization of its resources. College funds are utilized properly for infrastructure augmentation and maintenance of resources. College contributes towards the overall development of its students and extends all possible support to its students. It has a participatory, transparent and democratic governance system with well oriented staff. IQAC contributes significantly towards maintaining quality in every sphere. It has maintained a green, environment friendly and secured campus. Rounded development of its neighbourhood is its distinct feature and commitment to the environment and dedication to rural development are its best practices. In the near future, it wishes to grow its reputation as a centre of excellence in higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>125</td> <td>104</td> <td>141</td> <td>109</td> <td>124</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>123</td> <td>104</td> <td>123</td> <td>109</td> <td>123</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	125	104	141	109	124	2020-21	2019-20	2018-19	2017-18	2016-17	123	104	123	109	123
2020-21	2019-20	2018-19	2017-18	2016-17																	
125	104	141	109	124																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
123	104	123	109	123																	
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 1067</p> <p>Answer after DVV Verification: 680</p>																				
3.2.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.2.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>32</td> <td>29</td> <td>25</td> <td>47</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>32</td> <td>29</td> <td>25</td> <td>47</td> </tr> </tbody> </table> <p>Remark : Input edited as ISBN number is not visible</p>	2020-21	2019-20	2018-19	2017-18	2016-17	69	32	29	25	47	2020-21	2019-20	2018-19	2017-18	2016-17	66	32	29	25	47
2020-21	2019-20	2018-19	2017-18	2016-17																	
69	32	29	25	47																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
66	32	29	25	47																	
3.3.2	<p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p>																				

3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
06	05	01	03	04

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
06	02	02	02	02

Remark : Input edited referring data uploaded by HEI

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	23	45	46	29

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	8	20	35	20

Remark : Input edited excluding activities conducted in the institution.

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
963	1729	2766	3152	1730

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

316	350	400	625	600
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Remark : Input edited according to 3.3.3

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 13

Answer after DVV Verification: 11

5.1.1 **Average percentage of students benefited by scholarships and freships provided by the Government during last five years**

5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1039	563	580	380	216

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
890	563	580	380	216

5.1.4 **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1224	2542	486	431	468

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
890	834	486	431	468

5.2.1 **Average percentage of placement of outgoing students during the last five years**

5.2.1.1. **Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
74	50	08	13	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
69	47	08	13	13

Remark : Input edited referring data uploaded by HEI

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

5.3.1.1. **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) year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	09	14	20	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	04	14	20	12

Remark : Input edited referring e copies of certificates

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

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
05	152	70	80	68

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
04	10	10	10	5

6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 602"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>103</td> <td>62</td> <td>17</td> <td>08</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 680 1046 817"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>23</td> <td>13</td> <td>08</td> <td>11</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	103	62	17	08	15	2020-21	2019-20	2018-19	2017-18	2016-17	34	23	13	08	11
2020-21	2019-20	2018-19	2017-18	2016-17																	
103	62	17	08	15																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
34	23	13	08	11																	
6.4.2	<p>Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1093 1046 1229"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>9.62273</td> <td>4.27</td> <td>2.61557</td> <td>85.38836</td> <td>43.09</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1444"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as supporting documents are not clearly visible</p>	2020-21	2019-20	2018-19	2017-18	2016-17	9.62273	4.27	2.61557	85.38836	43.09	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
9.62273	4.27	2.61557	85.38836	43.09																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="193 1800 986 1915"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>246</td> <td>246</td> <td>146</td> <td>146</td> <td>146</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="193 1993 986 2085"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	246	246	146	146	146	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
246	246	146	146	146																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

396	331	314	314	314
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2.2 **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
123	123	123	123	123

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
133	133	133	133	133

3.1 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
49	49	41	43	48

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
51	49	41	43	48

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 38

Answer after DVV Verification : 31

4.2 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
120.222	201.345	255.632	464.624	173.855

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
110.90	139.27	143.69	238.10	145.31

4.3 **Number of Computers**

Answer before DVV Verification : 118

Answer after DVV Verification : 79

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 115

Answer after DVV Verification : 79

