



B.H. College, Howly

*Institutional  
Development Plan*

for

*Academic Year: 2023-24 to 2038-39*

*BH - P*

Principal  
B.H. College, Howly

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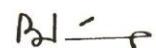
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## **Foreword**

Noble thoughts may take time to conceive but little time to deliver. In no time, the intense desire and untiring efforts of founding fathers lit the light of B.H. College initially only with Arts faculty in the year 1966. The selfless devotion & sacrifice of the local people have graduated this institution into a famous college in Assam and now it is standing with glory as their cherished offspring. The opening of the Commerce Stream in 1973 and subsequently Science Stream (H.S.) in 1988, Science Stream (UG) in 1996 and post-graduation in Commerce in 1990, and PG in Assamese and Education in 2018 enabled this institution to emerge as the only full-fledged three faculty institution in Lower Assam under Gauhati University.

The Strength of this institution lies in its academic achievements and healthy environment. A rural college, essentially catering to the academic needs of local youth coming from families of cultivators and poverty-stricken multitude, requires a very soft-careful managerial acumen in its build-up process. To aide this process a '**strategic planning & deployment document**' has been prepared under the leadership of the IQAC, and support from the HoD's, faculty members and not-teaching staff with utmost care.

With great enthusiasm I congratulate IQAC, HoD's, faculty members and not-teaching staff and wish them all the best for this endeavor.



**Principal  
B.H. College, Howly**

## **Preface**

A strategic plan is essential for any organization to not only accomplish its Vision and Missions but to assess itself while trying to accomplish it. Therefore the Strategic Planning and Deployment Document has been prepared based on the assessment of the institutions present shortcomings, potentials, opportunities as well as with a framework for analyzing its performance while trying to achieve its Vision and Missions with a set of long term & short term goals and objectives.

The conception of this document has been a culmination of inputs and suggestions from all the stakeholders. As such, this document reflects upon the realistic expectations of external environment as much as it is of the internal. The implementation process and assessment of the same shall be done by scrutiny of accomplishment of goals within the timeframe. This shall provide for a framework for realization of the institutions true potential and reach academic excellence.

## *Chapter 1*

### *Introduction to Institutional Development Plan*

The Institutional Development Plan of B.H. College, Howly is a strategic blue print which aims at fostering holistic growth and excellence in all spheres of the institution. Rooted in a vision of academic distinction, inclusivity and community engagement, The Institutional Development Plan outlines a comprehensive framework for enhancing educational quality, infrastructure and student welfare.

The Institutional Development Plan of B.H. College, Howly is a committed towards sustainable development and by leveraging the strengths of the experienced faculty of B.H. College, Howly, it aims to foster an environment that is conducive to learning, research, innovation, social responsibility thereby not only providing education that is limited to curriculum but ensuring the holistic development of students and creating valuable human resource for the society.

### **Aims and Objectives of Institutional Development Plan**

The basic objective of the Institutional Development Plan is to serve as a guiding document to bring about necessary execution of plans and policies to bring about all-round and sustainable development of the institution in keeping with its vision and mission:

1. To create a systematic plan of action embedded with a conscious, consistent and programmed action.
2. To enhance academic excellence through curriculum innovation and research promotion.
3. To leverage technology to enhance education and administration.
4. To promote inclusive education and holistic development of students.
5. Ensure sustainability (financial, academic, professional and environmental) through resource mobilization and partnerships.
6. To emphasize the preparedness for New Education Policy and inculcation of Indian Knowledge system.

*Chapter 2*  
*About*  
*B.H. College, Howly*

## **Institutional Profile**

1. Name of the institution: B.H. College, Howly
2. Name of the Head of the Institution: Dr. Bhushan Chandra Pathak
3. Designation: Principal
4. Contact details: [bhcollege1966@gmail.com](mailto:bhcollege1966@gmail.com) / 9435513261
5. Year of Establishment: 1966
6. Institutional status: Provincialized
7. Affiliated/Constitutional: Affiliated
8. Type of institution: Co-education
9. Location: Rural
10. Financial Status: Under UGC 2(f) and 12 (B)
11. Name of Affiliating University: Bhattadev University (From Academic Session 2024-25),  
Gauhati University (till Academic Session 2023-24).
12. Programmes offered:  
  
Under graduate: B.A, B.Com, B.Sc, B.B.A.  
  
Post Graduate: M.Com, M.A. (Assamese), M.A. (Education)
13. Number of Sanctioned posts:
14. Date of constitution of IQAC: 12/12/2002
15. IQAC Co-ordinator: Dr. Rabinjyoti Khataniar
16. IQAC e-mail: [bhc.iqac1966@gmail.com](mailto:bhc.iqac1966@gmail.com)
17. Accreditation details:

Cycle	Grade	CGPA	Year

Cycle 1	B++	79.85	2004
Cycle 2	A	3.11	2016

### **About the college**

B.H. College, Howly is a renowned institution of higher education in the district of Barpeta in Lower Assam. Since, it's establishment in 1966, the college has been imparting Higher Education in Arts, Commerce and Science to the students of the region.

The origin of B.H. College dates back to january 1964 when Late Jadav Chandra Das,an eminent citizen ,mooted the idea for establishing a college at Howly.Accordingly,a public meeting was held at Howly Chandi Barua Bhawan with Late Abdul Kader Choudhury,(Mouzadar) as President and all those who were present very much appreciated the idea and unanimously decided to establish the college at the earliest.It was further decided that the leading persons from different communities of Barpeta Road should also be apprised of the necessity of a College and a joint attempt be made for establishment of an 'Ideal College' in this locality.

B.H. College was established in 1966 only with Arts stream in the year 1966.. The opening of the Commerce Stream in 1973 and subsequently Science Stream(H.S.) in 1988, Science Stream (UG) in 1996 and post-graduation in Commerce in 1990, and PG in Assamese and Education in 2018 enabled this institution to emerge as the only full-fledged three faculty institution in Lower Assam under Gauhati University.The college was accorded UGC recognition in the year 1969 and it had also achieved the distinction of B++ Accreditation by NAAC in 2003.During the session 2015-16 the 2nd cycle of NAAC assessment of B.H. College was completed and Peer Team sent by NAAC visited

the college on 28th,29th & 30th April,2016. The college was accredited with '**A**' (**CGPA 3.11**) **grade** by NAAC on 25th May,2016 which is quite satisfactory for the entire college family and the local public.

B.H. College, Howly takes pride in being the premier institution in the region for imparting quality education in Arts, Science and Commerce to students who predominantly come from rural areas and from neighbouring districts. It has lit the path in creating role models and has produced a number of personalities who occupy privileged positions in different fields.

The college boasts of a strong enrollment record over the years. Over 3000 students are enrolled in different UG and PG programmes offered by the college. Currently, the college is offering UG CBCS programme under Gauhati University, FYUG Programme consistent with NEP under Gauhati University and FYUG Programme under Bhattacharyya University as the affiliation of the college has transferred from Gauhati University to Bhattacharyya University from the academic session 2024-25. Besides the traditional courses, the college also offers various Add On and certificate courses in order to develop diverse skills of the students.

Spread over a large campus, the college provides a congenial environment for teaching-learning. The college campus includes ICT enabled classrooms, laboratories for life sciences and physical sciences, computer laboratories, gardens, playground, indoor stadium, gymnasium, girls' and boys' hostels and various other facilities which has enabled the college to adapt to the changing demands of time and disseminate knowledge and education which is not only restricted to classrooms but also ensures all round growth and development of students.

Through its consistent dedication towards the development of students through quality education, B.H. College, Howly has grown to be a leader of Human Resource Development.

The NEP Taskforce of B.H. College, Howly has undertaken the task of designing an Institutional Development Plan for a period of fifteen years commencing from the Academic Year 2024-25 to 2039-40 for the all round growth and development of the college. The quality indicators of different criteria determined by NAAC have been taken into consideration as the basis of the Institutional Development Plan.

## *Chapter 3*

### *Vision and Mission*

### ***Vision of the college***

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

### ***Mission of the College***

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

## *Chapter 4*

### *SWOC Analysis*

The SWOC analysis involves an informed analysis about the Strengths, Weaknesses, Opportunities and Threats of the College as stated below:

### **Strengths**

1. Good track record of academic performances over the years of the institutions' existence.
2. Multi-disciplinary programmes offered by the institution with large intake capacity to cater to ever increasing demand for higher education.
3. Resourceful faculty members with Ph.D. Degree and research experiences.
4. The College undertakes various skill based initiatives besides the syllabus specified curriculum in order to prepare the students for the upcomin global scenario.
5. Good location with good connectivity through public transport.
6. Sufficient infrastructure with ample land for further development of the institutional campus.
7. A large Central Library and Departmental Library with a large collection of academic and other books/magazines/journals/e-resources
8. Post Graduation courses in Commerce, Education and Assamese.
9. Focus on building entrepreneurship development and self-employment harnessing local resources through institutional initiatives.
10. A large pool of Alumni well placed in various fields from grassroots level to highest echelons.
11. A robust environment for extension activities.
12. Hostel accommodation for the students coming from far distant places.

### **Weaknesses**

1. Shortage of teachers in certain departments, especially considering the teacher-student ratio.
2. Non-availability of institutional transport facility.

3. Procedural delay in the filling up of the vacant posts.
4. Non-realization of potential revenue generation avenues.
5. Lack of in-campus residential facilities for teaching and non-teaching staff.
6. Absence of Post-Graduation courses in Science and limited PG courses in Arts.
7. Lack of generation of patentable research.
8. Pressure of administrative and procedural repetitive work on teaching staff due to shortage of trained non-teaching staff.
9. Insufficient hostel intake capacity.
10. Not having skill-based vocational courses.
11. Not having campus recruitment facilities

## **Opportunities**

1. Scope for opening of more PG courses under various departments due to high enrolment in UG courses and demand from them.
2. Scope for initiating more revenue generating activities within the campus due to large area of the campus.
3. Collaboration with International and National Institutes of repute and other recognitions for shared benefits.
4. Faculty–student exchange programme with reputed National & Foreign Universities.
5. Focus on Research activities & collaboration with institutes and industries.
6. Involving more faculty members in research oriented programmes.
7. Scope for rural entrepreneurship development which are dependent on the locally available resources.
8. Opening of new programmes which are skill-based and job-oriented.

## **Challenges**

1. Ever increasing enrollment might result in shortage of classrooms and create more disparity in teacher-student ratio.
2. Students are more comfortable with vernacular languages and hence it is a daunting task to inhibit them to be accustomed to Hindi and English languages. More often than not

brilliant thoughts are lost in translation.

3. Glaring gap in the industry standards of skills required and inadequacy of the curriculum to fulfill it. Due to the adherence to the curriculum set by the affiliating university we are relegated to an innocent bystander.
4. Keeping pace with continuous up-gradation of technological advancement.
5. Lack of motivation of faculty for New Product Development / Research / R&D/ Innovation, etc partly due to burden of additional administrative duties and partly due to promotion delay in the part of government.

*Chapter 5*

*Long term and Short Term Plans*

The Long Term Plans of B.H. College, Howly focuses on various domains to ensure sustained growth and development of the institution during the period 2024-25 to 2038-39 through improvement in academic excellence, infrastructure, community engagement, promotion and assimilation of Indian Knowledge System and attain overall institutional impact.

### **Long Term Strategic Plans**

1. Offering Post Graduate Programmes in most of the subjects being taught in the college.
2. Ensuring the availability of online educational resources in all the programmes which the students can use for independent learning.
3. Establishment of Industry-Academia Partnership through MoUs.
4. Providing opportunities for internship with local industry and research internship with other higher education and research institutions.
5. Initiation of quality and skill based courses to ensure holistic development of the students.
6. Investment in continuous training, upskilling and professional development of faculty through national and international collaborations.
7. Implementation of a decentralized administrative mechanism with participation from all levels of hierarchy, flexibility and accountability.
8. Achieving 100% ICT enabled classrooms for enhanced teaching-learning experience.
9. Regularly upgrading the infrastructure and campus facilities (both academic and non-academic) according to the changing needs and ensuring their systematic maintenance.
10. Technological upgradation of the campus with centralized WiFi, modernization of computer laboratories and fully automated library.
11. Creating an *divyang* friendly college campus and introduction of *divyang* friendly initiatives.
12. Increase the hostel intake capacity to ensure accommodation to maximum students.
13. Setting up Entrepreneurship Incubation Center to foster entrepreneurship and innovations.
14. Apply for and secure continuous project based research grants from Government and Non-Government organizations.
15. Establish research centers focusing on emerging areas of interdisciplinary research.
16. Establishment of a Central Instrumentation Facility to encourage inter departmental research by faculties and students.
17. Provide state of the Art laboratories to ensure dissemination of practical knowledge keeping in mind the development of students' ability to acclimatize with dynamic changes in technology.
18. Expand facilities for distance learning by developing online programmes and MOOCs to reach students across the region.

19. Establishment of a center dedicated to studying and promoting Indigenous Knowledge Systems and Practices.
20. Establishment of a SWAYAM Centre through which students and academicians can access to various courses offered in the SWAYAM portal.
21. To ensure alumni engagement and fundraising by securing contributions from alumni and engaging alumni in mentoring current students in areas such as skill development, career planning, entrepreneurship, etc.
22. Implementation of an Integrated Learning Management System to ensure blended mode of education through pre-scheduled online classes, automated attendance system, sharing of academic resources, etc.
23. Ensuring subscription to reputed journals, plagiarism softwares and other necessary library facilities which help in fostering research environment.
24. Emphasize on environmentally sustainable campus by preserving the natural landscape and biodiversity in the college.
25. Ensuring an environment of safety and security for the students, teaching and non-teaching staff of the college.
26. Evidencing the eco-sustainability of the campus through proper planning and execution of environmental friendly initiatives.
27. Establishing a sense of social responsibility among the students and executing moral responsibilities towards the students through various activities under specific cells established for this purpose under the banner of the college.
28. Establish a system of transparency in the governance, leadership and management of the college through digitization of processes.
29. Design and delivery of curriculum of the college which synchronises with the Indian Value System.
30. Ensuring all round growth of the students by providing facilities for sports, cultural and other extra-curricular activities.
31. Undergo regular accreditation of the institution by NAAC and systematically improve the performance in quality assurance initiatives such as NIRF.

The short term plans reflect what the institution aims to achieve during the next five years (2023-24 to 2027-28) in accordance with the long term plans that have already been framed. The Short Term strategic plans provides a radar that can be followed focusing on the need of the hour and emphasizing what needs to be achieved in the overall context of the Long Term Strategy of the institution.

#### **Short-Term Strategic Plans:**

<b>Teaching- learning process</b>	<ul style="list-style-type: none"> <li>• Academic planning and preparation of Academic Calendar</li> </ul>
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	<ul style="list-style-type: none"> <li>• Development of teaching plan as per OBE</li> <li>• Preparation of Lesson Plan based on Course Outcome &amp; Programme Outcome mapping</li> <li>• Use of more teaching aids and adopt more ICT tools.</li> <li>• Development of e-learning resources</li> <li>• Promote research culture &amp; facilities</li> <li>• Provide mentoring and personal support</li> <li>• Follow a transparent and fair feedback system</li> <li>• Conduct training based on need analysis</li> <li>• Evaluation parameters and benchmarking</li> <li>• Continuous assessment to measure outcomes</li> <li>• Performance development through credit system</li> <li>• Introduction of innovative teaching learning methods.</li> <li>• Introduction of internship program.</li> <li>• Introduction of new skill-based certificate courses.</li> </ul>
<b>Leadership and participative management</b>	<ul style="list-style-type: none"> <li>• To follow reporting structure</li> <li>• Decentralize the academic, administration and student related authorities &amp; responsibilities</li> <li>• Prescribe duties, responsibilities and accountability</li> <li>• Portfolio assignments</li> <li>• Establishment of functional committees</li> </ul>
<b>Internal Quality Assurance System</b>	<ul style="list-style-type: none"> <li>• Framing of Quality Policy &amp; publishing regularly</li> <li>• Formation of Quality Monitoring Committee &amp; monitoring it's functioning</li> <li>• Educating &amp; Training of all employees</li> <li>• Periodic check &amp; guidance for quality improvement</li> <li>• Establishment of audit team and process</li> <li>• Audit for remedial measures</li> <li>• Promoting best practices</li> <li>• Annual report preparation &amp; submission</li> </ul>
<b>Good governance</b>	<ul style="list-style-type: none"> <li>• Efforts to realize institutional vision and mission goals</li> <li>• Inclusion of industrialists &amp; academicians in the GB</li> <li>• Evaluation of Institute's performance and benchmarking</li> <li>• Institutional strategic goals setting through Institutional Strategic development plan</li> <li>• Monitoring and Implementing the Quality Management Systems</li> <li>• Following organization structure</li> <li>• Smooth Working of statutory committees</li> <li>• Establishing E-governance</li> </ul>

	<ul style="list-style-type: none"> <li>• Leadership development through decentralization</li> <li>• Establishing internal audit committee</li> <li>• Code of conduct and policy formulation, approval and implementation</li> <li>• Establishing fair and transparent performance appraisal system</li> </ul>
<b>Student's development and participation</b>	<ul style="list-style-type: none"> <li>• Budget allocation for student development programmes and activities</li> <li>• Students Trainings &amp; Placement Activities</li> <li>• Formation of student council</li> <li>• Student's representation in various committees and cells</li> <li>• Organising and Participation in competitions</li> <li>• Credit transfer &amp; compensation</li> <li>• Rewards &amp; recognitions of achievers</li> <li>• Participation in extra-curricular activities</li> <li>• Participating in social-welfare activities</li> </ul>
<b>Staff development &amp; welfare</b>	<ul style="list-style-type: none"> <li>• Recruitment Policy formation &amp; implementation</li> <li>• Staff performance evaluation system</li> <li>• Staff Training for quality improvement</li> <li>• Best possible work facilities &amp; infrastructure facilities</li> <li>• Code of conduct, service rules &amp; leave rules</li> <li>• Staff welfare policy implementation</li> <li>• Career advancement schemes</li> <li>• Rewards, recognitions and incentives</li> <li>• Deputation for seminars, conferences and workshops, etc.</li> <li>• Sponsorship/Motivation for qualification improvement</li> <li>• Support for research, consultancy and innovations</li> </ul>
<b>Financial management</b>	<ul style="list-style-type: none"> <li>• Framing &amp; implementation of Purchase and Financial policies</li> <li>• Department wise Budget planning and allocation</li> <li>• Forecasting income &amp; expenditure</li> <li>• Effective functioning of purchase committee</li> <li>• Plans for Emergency Fund</li> <li>• Budget formulation &amp; approval through Finance Committee</li> <li>• Periodic Audit</li> </ul>
<b>Institute-Industry Interaction</b>	<ul style="list-style-type: none"> <li>• Formation of industry institute interaction cell</li> <li>• MoUs with industries</li> <li>• Support for internships, visits, trainings, guest lectures</li> <li>• Identifications of industry needs and advice on</li> </ul>

	<p>Curriculum for extra courses apart from curriculum.</p> <ul style="list-style-type: none"> <li>• Providing opportunities for Industry based /sponsored projects</li> <li>• Providing career guidance</li> <li>• Strengthen training &amp; placement</li> <li>• Establishing innovation centres</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Establishment of Entrepreneurship Development Cell.</li> <li>• Effective functioning of entrepreneurship development Cell</li> <li>• MoUs with organizations for entrepreneurship development Providing training &amp; guidance for entrepreneurship development</li> <li>• Bringing more experts of the field for seminar, lecture, workshop for entrepreneurship development</li> <li>• Establishing incubation centers</li> <li>• Promoting, sponsoring and facilitating entrepreneurship development</li> <li>• Applying for patent</li> </ul>
<b>Research and innovation</b>	<ul style="list-style-type: none"> <li>• Formation of research cell.</li> <li>• Encouragement of journal publication by departments of the college</li> <li>• Provide facilities and grants to the teachers for participating in seminars/ conferences.</li> <li>• Encouraging the teachers to publish research articles through financial incentives.</li> <li>• Encouraging the teachers to take up guideship roles in Ph.D programme under universities.</li> </ul>
<b>Internal Revenue Generation</b>	<ul style="list-style-type: none"> <li>• Establishing infrastructure for revenue generation</li> <li>• Identification and Strengthening of IRG activities</li> <li>• Policy for Incentives for Revenue generation plans</li> <li>• Successful implementation of Internal revenue generation plans</li> <li>• Advertising &amp; marketing</li> </ul>
<b>Alumni Interaction</b>	<ul style="list-style-type: none"> <li>• Strengthening Alumni Association, participation and registration</li> <li>• Database creation, Regular interactions with alumni and networking</li> <li>• Recognition of successful alumni</li> <li>• Leverage for guest lecturers/ internships/ placements/ training/ entrepreneurship</li> <li>• Exploring Contributions</li> <li>• Sponsorships/scholarships/fund generation</li> </ul>
<b>Community Service sand</b>	<ul style="list-style-type: none"> <li>• Budget from institution</li> </ul>

<b>Outreach Activities</b>	<ul style="list-style-type: none"> <li>resources/Faculty/students/other donors</li> <li>• Identify community and social development work</li> <li>• Identify challenges of society for development work</li> <li>• Provide vocational training /job oriented training as per local needs at the institute</li> <li>• Educational support to village people</li> <li>• Conducting awareness camps</li> </ul>
<b>Physical infrastructure</b>	<ul style="list-style-type: none"> <li>• Infrastructure building development &amp; modification</li> <li>• Smart Classrooms, Tutorials, Seminar halls</li> <li>• Modernization of Laboratory &amp; equipment</li> <li>• More ICT enabled classrooms</li> <li>• Library infrastructure upgradation</li> <li>• System upgradation</li> <li>• Functional facilities for e-learning</li> <li>• Safety &amp; Security management</li> <li>• Water facility</li> <li>• Medical facility</li> <li>• Developing sports(indoor/outdoor)facilities</li> <li>• Plantations</li> <li>• Rain water harvesting</li> <li>• Development Orchidarium</li> <li>• Renewable Energy usage</li> <li>• Hygiene, zero plastic &amp; green campus</li> <li>• Recycling of water</li> </ul>

*Chapter 6*  
*NEP Preparedness*  
*and*  
*Integration of Indian Knowledge System*

## **Institutional preparedness for NEP**

### **1. Multidisciplinary/ Interdisciplinary**

B.H. College adopted the CBCS curriculum in 2019 as part of its efforts to become a more multifunctional and multidimensional institution. Under the CBCS module the can opt for BA, B.Sc., or B.Com courses under under-graduate programme. The students can now choose the Skill Enhancement Course paper from any discipline and any subject from any course (BA, B.Sc., or B.Com.). Environmental science is an Ability Enhancement Compulsory Course in the CBCS system. Apart from these the instruction is also offering 22 numbers of skill based certificate courses and two vale education courses (Performing Art and Psychological Counseling).

The GU-FYUGP (NEP based Programme) programme of the instruction introduces Ability Enhancement Courses (AEC), Value Added Courses (VAC) and Skill Enhancement Courses (SEC) along with the core courses for successful implementation of NEP at the institution level.

By providing a variety of co-curricular and extension activities, the institution encourages students to get involved in experiential learning and community extension services in surrounding schools and adopted villages. This allows students to share their knowledge and educate the institution's stakeholders on a variety of topics, including gender equity, women's empowerment and education, health and hygiene, sustainable resource use, the Swachha Bharat Abhiyan, life skills, and management skills, etc. Institutions use a variety of techniques, such as fieldwork, projects, and extension activities, to implement the experiential learning model widely and give students access to real-world circumstances. This kind of initiative of the institution also provides an opportunity for hands on learning, allowing students to develop practical skill, problem solving ability, and industry-relevant experiences.

### **1. Academic Bank of Credit (ABC)**

B.H. College, being affiliated to Gauhati University and transitioning into it's affiliation with Bhattacharyya University, abides by the guidelines established by the affiliating university. The college is not yet registered for Academic Bank of Credit through NAD, since it is an

affiliated college. Nonetheless, the institution recognises and embraces the ABC concept and hopes to implement it in the upcoming years in accordance with NEP 2020, whenever the affiliated university does so in the upcoming sessions. Up until that point, the College has encouraged its students to enroll at ABC in order to take advantage of the credit transfer advantages offered by the current CBCS system.

## **2. Skill Development**

B.H. College has been trying to stand out in the area of skill development by means of various skill initiations within the college. The College has been planning a number of events to encourage skill development among its different stakeholders. It features planned exercises to help students improve their language, ICT, soft skills, computation skill and other abilities.

students of B.H. College are persuaded to take at least one add on certificate course of 3 credits, which are skill based and one vocational course in online mode (SWAYAM, MOOCs) before graduating. Value-added courses were organized by the departments relating to skill development. These courses include: Web designing, Digital Marketing, E-Accounting, Talley and GST, Small Entrepreneurship Development, Bakery & Confectionery, Makeup & Hair Style, Nursery Management, Mushroom Cultivation, Data Science, etc.

The college has arranged various skills based training programme to help the teaching and non-teaching staffs of the college as well as for the staffs from neighbouring institutions to disseminate the knowledge of ICT and entrepreneurial skills.

The college has also been organizing hands on training programme, workshop, etc for the students and farmers of the adopted villages on certain areas like entrepreneurship development, mushroom cultivation, making vermin-compost, natural farming, etc.

The college has an Innovation and Incubation Centre, which encourages students and community members to acquire a variety of skills. The language and Research Lab of the college has been contributing towards improvement of reading, writing, listening and speaking skill of English language.

Moreover, the CBCS, FYUGP curriculum under Gauhati University and Bhattacharyya University already include skill enhancement courses, and the institution has taken the necessary steps to accommodate maximum possible skill enhancement courses in its programme. The NSS , NCC

and Sports Cell of the college have been operating for helping the students acquiring the various life skills necessary for their overall growth.

### **3. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):**

The Indian Knowledge System (IKS) is an example of an all-encompassing, culturally-based educational approach. It fosters a thorough awareness of the world by fusing traditional values with modern knowledge, drawing from India's ancient wisdom. This approach emphasizes comprehensive development through the arts, sports, and extracurricular activities, going beyond textbook education. The Indian Knowledge System has been incorporated into B. H. College's Teaching and Learning process.

**For cultural enrichment**, the B. H. College often organizes various workshops on Folk music, drama and fold dances etc. The institution has been offering a value added course on performing arts in association with KAV. Traditional folk culture always occupies a prominent space in the entire cultural event organized by the institution.

The Indian Knowledge System strongly emphasizes **holistic development**, incorporating arts, sports, and extracurricular activities into the educational fabric. The institution has various cells and centers dedicated to holistic development of the students. The NCC and NSS units, Red Ribbon Club, the Red Group of Society, Sports cell, Adhigram, Sahitya Chora (Literary Club) all have been exercising activities for holistic development of the students.

### **4. Practical Application**, emphasizing hands-on –learning is another thrust area of the institution in the teaching learning process aligned with Indian Knowledge System. There is a scope for project based experiential learning in the course curriculum. The institution has introduced certain add-on certificate courses that ensure theoretical understanding and gain invaluable skills in adaptability and innovation. This practice bridges the gap between theory and practice, preparing students for the dynamic challenges of the professional landscape

The Indian Knowledge System places a high priority on **language proficiency**. B.H. College has integrated the Indian Knowledge system in its Teaching Learning process by means of introducing bilingual course delivery mode (both Assamese and English). The course contents delivered cover a wide range of languages like Assamese, English, Hindi, Bengali and Bodo.

The focus on language proficiency ensures proficient communication of the students along with academic competent.

**5.Inclusivity and Accessibility** are another prioritized area of the Indian Knowledge System (IKS). B.H. College, in this regard, makes it afford to create an environment where education is accessible to all, irrespective of socio-economic disparities. Additionally, the organisation adopts inclusive practices and provides support customized to meet the various learning needs of students.

The Indian Knowledge System significantly emphasizes **digital literacy**. B.H. College has been rendering all-round support equipping students with essential skills for the digital era. The college has subscription of e resources, e-classroom facilities, ICT based classrooms, equipped laboratories, etc. and these are used to promote digital literacy. Students are always encourage to pursue online courses from SAYAM-NPTEL.

The institution renders afford to create **Environmental Consciousness**, integrating education that promotes sustainable practices. The most of the departments have courses that address environment and sustainability. The college campus is an one time used plastic banned campus. Under the initiatives of different wings of the college like NCC, NSS, Adopted village cell, Scout and Guide, etc special drives were made to the locality to create environmental consciousness. Besides, the college has a green environment cell which conduct environmental audit and took measures for environmental enrichment of the campus.

The institution has a well structured support to instill the entrepreneurial Skill and Global Competence amongst the students.

## **Conclusion**

The Institutional Development Plan is a guiding light for B.H. College to realize it's true potential. It is a guiding framework which is a result of a collective effort delivered by a process of participative brainstorming by the stakeholders. Although mere outlining the plans will not guarantee success, it provides us with useful insights and clarifies the path which must be trodden in order to achieve the institutional goals. The proper execution of the Institutional Development Plan through the assimilation of team spirit shall result in the all round development of the college and lead to success and sustainability in the long run. However, it must be ensured that the steps taken under the plans receive proper monitoring, evaluation and

followed up by measures if significant deviations are found and thus emphasizes the role of IQAC in ensuring the quality of implementation of the plans.