



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRI RADHA KRISHNA GOENKA COLLEGE

MAIN ROAD, SITAMARHI, BIHAR
843302

www.goenkacollege.org

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Radha Krishna Goenka College, Sitamarhi being the first college of the district, popularly known as SRKG College, was established in 1949 by the then businessman Late Kamla Prasad Goenka who felt the need of a college in the area. It is a constituent unit of Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur and recognized under section 2(f) and 12 (B) of UGC Act. 1956. The college imparting teaching up to UG level in 15 subjects of Arts, Science and Commerce and upto PG level in ten subjects. Apart from the traditional courses the college offering vocational course in BCA under self financing scheme, it was introduced in the year 2002, moreover in keeping pace with time, job-oriented self financing degree courses in Biotechnology and B.B.A. were also introduced.

The College has study centres of Indira Gandhi National Open University (IGNOU) New Delhi, Nalanda Open University (NOU) Patna and Maulana Azad National Urdu University (MANUU) Hyderabad.

This College has a sprawling campus of about 11.72 acres with a big playground, well-equipped library with a reading room facility, Laboratories, Smart classroom, Seminar Hall, Conference Hall, Language Lab, E-Library and a Common Room separately for boys and girls. The college is located in the backward area of Bihar state, also proud of the fact that the majority of its students belongs to the marginalized sections of the society – SC, OBC, EBC, minorities, women and economically weaker section.

We offer a conducive, congenial & disciplined atmosphere to pursue academic excellence. We have a team of experienced, highly qualified, and committed teachers to help you realize your dreams. The NSS unit and NCC unit of the college offer to students a golden opportunity to become officers in the Armed forces a, different NGO and social welfare institutions. Since the primary objective of the college administration is to impart quality higher education it aims to equip the students with new knowledge, new skills, new understanding, and new learning habits with positive attitude.

Vision

The vision of college is: -

- To produce youth with academic calibre, practical wisdom, moral value social commitment and national ardour inculcating cultural values and civic sense so that when youngsters leave our college they can serve their families, society, country and humanity in a decent fruitful and meaningful manner.
- The endeavour of the college is to take the higher education of the rural indigenous people and others to the highest peak. The college administration envisions to impart quality higher education; hence it aims to equip the students with new knowledge, new skills, new understanding and new learning habits with positive attitude.
- The college makes a determinate point of disseminating high morals and meaningful values for the holistic development of the students.
- The ambition of the college is to inspire the students to learn, lead and serve in the constantly changing

world by imparting the best possible higher education to our budding citizens of tomorrow.

- The college envisions quality higher education through promotion of learner-centric environment by quality parameters for holistic development of the students and staff.

Mission

The Mission of college is :-

- To provide quality-based academic excellence, especially for youth.
- To motivate students to be skill-oriented, competent, committed, conscientious, and compassionate.
- To promote modern and scientific techniques as well as the cultural values of the local people.
- To capitalize on potential benefits for students in terms of research opportunities, mentoring and networking that are singular to comprehensive institutions.
- To sow the seeds of multifarious challenges of life among the youth by means of understanding ethical dimensions of personal and professional life; also to procure means of examining their own values, attitudes, and beliefs.
- To prepare students for a life of meaningful professional service and leadership. Make the trainee teachers an example who act as a motivator for future generations.
- Uplift the weaker section of society by running professional and vocational courses for them also.
- Enhance skills and competencies of the students and teacher educators. Preserve our socio-cultural heritage. Provide opportunities to the teaching and non-teaching staff to acquire higher qualifications.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The first and the only college in the district sitamarhi with postgraduate courses in 10 subjects of arts and science.
- Reputation of being an iconic institution, which has created historical benchmarks in the domain of education for the past 74 years.
- The college has a huge strength of learners, particularly those belonging to the weaker and disadvantaged sections of the society – SC/OBC/EBC/Minorities.
- To reach to the rural lot and up bring their potential and make them a part of meeting the global challenges.
- Highly qualified, experienced, dedicated, academically competent faculty members.
- A sprawling campus and vast playground provide scope for futuristic infrastructural development.
- The only college in the district which have Smart class-Room, Seminar Hall, Conference-Hall, Reading Room, Language Lab, E-Library and separate common room for boys and girls.
- The college has produced a galaxy of learned persons who have made their presence in all spheres of

life – Teaching, Civil Services, Journalism, Medical Science, Banking & Politics.

- Noteworthy academic results including University ranks.

Institutional Weakness

1. Shortage of regular Teaching staff.
2. Shortage of regular non-teaching, technical and support staff.
3. Shortage of Classrooms.
4. The College is situated in a remote district of Bihar state having a little industrialization and this makes it difficult to effective industry linkages which is much needed for new-generation job-oriented programs.
5. Negligible Research Activities and less contribution to the publication of research papers.
6. Owing to both the rural and semi-urban backgrounds of the college, poor transport connections and its remoteness, companies hesitate to conduct campus recruitment drives.
7. Lack of transportation facilities (public & private) for rural and remote students.
8. Due to lack of autonomy the College can't make changes in curriculum.
9. Poor communication skills among students in Hindi and English is the major setback for their growth and advancement in higher learning.

Institutional Opportunity

1. The strong infrastructure with development potential to run more courses.
2. In near future college has opportunity to conduct more number of conferences and workshops. The faculty is motivated to apply for minor and major research projects.
3. The faculty is inspired for upgrading their academic qualification.
4. This region being a backward area, the students have a great chance of development in respective fields of education.
5. To develop coordination among other institutions. To organize national/international seminar, workshops & conference in recent trends.

Institutional Challenge

1. It is a challenge for the college staff to convince the parents to give priority to girls for higher education for their empowerment.
2. The faculty must encourage students to be more professional.
3. To initiate job-oriented and competitive courses in the college.
4. To motivate students to fare well in examination.
5. To inculcate an Entrepreneurship attitude among the students.
6. To make the students participate in University and State level competitions.
7. Most of the students are from Hindi medium. The efforts are needed to ensure that they attain good command of English language as they graduate.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The vision and mission which are the determining factors of our holistic endeavor are regularly circulated through college prospectus, functions, notice boards and interaction with the students and parents and are timely implemented through the policies and strategies of the college. For timely completion of the syllabus, it is divided and executed on a monthly basis. The Institution also specifies certain initiatives for effective delivery and transaction of the curriculum devised by the Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur. As far as academic flexibility is concerned, the institution runs regular UG and PG courses as per the university norms. It facilitates skill development, academic mobility, progression to higher studies and improved potential for employability along with the curriculum delivery through different platforms. To supplement the university curriculum, the institution strives to provide additional facilities to the students for curriculum enrichment the quality of which is monitored and evaluated by the institution through comprehension feedback from students, teachers and the other stakeholders. The Institution has no direct role in the design and development of the curriculum which is solely prepared by the affiliating university on its own, but our officials and teachers communicate the ground situation to the university through different meetings at informal level.

Teaching-learning and Evaluation

To maintain transparency in its admission process, the institution provides information regarding its rules and regulations, number of seats, weightage criteria and reservation, etc. in its prospectus in every academic year. Admission is provided on a merit basis, merit lists per subject are prepared by B.R.A. Bihar University, Muzaffarpur and all merit list are made public through the website. To ensure diversity and inclusion, the institution provides reservation to the students coming from the weaker sections of society as per the govt. norms. After admission, the faculty members check the learning level of the students through the verbal and written test so that an effective lecture delivery level can be ensured.

The Institution is committed to make teaching and learning more effective. To ensure it, the syllabus is duly planned with equal spacing for timely coverage in the beginning of every academic session and the execution of the same is maintained. The IQAC of the college determines the quality of teaching-learning through regular feedback from students and teachers. Different co-curricular activities like quiz contests, group discussion, projects and assignments, painting, essay writings, slogan writing, etc. are exercised regularly to instill and evaluate the creativity and critical thinking of the students and to maintain their lifelong orientation towards learning. To meet the academic needs of the students, the college intakes qualified and competent teaching faculty who with their potential and commitment for teaching and learning transform the lives of the students.

For keeping students and gaurdians informed, different sources like, newspaper, magazines, social media, e-books and reference books are made available for them. The performances of the students in class are evaluated on the regular basis via internal exam, surprise test or oral test. Different notices including result, examination notice, mission, vision, various activities are notified on the college website regularly.

Research, Innovations and Extension

The college is not a recognized research centre of the affiliating University or any other agency but teachers are

involved in research in their personal capacity. The institution encourages them for such undertakings. Seminars are organized by the institution to orient the students as well as faculties to research. The primary purpose of the institution is teaching and the overall development of the students. Special seminars are conducted for PG courses as per the norms of the affiliating university at the level of departments. There is also a provision of budget for research activities, the institution also provides aids such as funds, study leave, TA/DA and registration fee on demand whenever our faculties present their research papers in national and international conferences in India as per norms of the institution every year. The institution accordingly deliberates upon the needs of upgrading its labs and demands are forwarded for grants and funds to the management. The institution promotes the participation of students and faculties in extension activities like social survey, research, or project works.

Infrastructure and Learning Resources

The college is committed to provide every necessary facility to its students for making learning more effective and grooming the overall personality of the students. It has a good infrastructure with well-furnished class rooms, well equipped labs and other facilities. For learning resources, the college has a good library with a number of text and reference books and books on general interest along with many newspapers, magazines. It also has a well-developed IT structure. It provides the facility of ICT resources to staff and students and encourages them to utilize this facility for utmost benefits in learning. For effective maintenance and up keeping of the infrastructure, there are the Building Committee and the Purchase Committee working in college as per the guidelines of the university.

The college has installed three generators that can provide electricity power for the works of the college. As a backup, the college has a battery-and-inverter system to store energy and utilize it in an emergency. The institution has a 10 MBPS internet connection to facilitate quality bandwidth to all the students working in the labs as also in the staffrooms and office. Wi-Fi connections are made available in the college campus.

Student Support and Progression

The college provides all the necessary information like rule and regulations, admission details, reservation criteria, major activities etc. to the students through college notice board time to time. Financial assistance is provided to the students coming from weak social and economic background through various scholarships and concessions offered by Central and State Governments. Students of the college are encouraged to participate in different co-curricular and extracurricular activities like quiz contests, group discussion, debate, sports, and cultural activities etc. which are organized throughout the academic session for their holistic development. To facilitate job orientation among the students and to make them aware about the career opportunities, the Career and Placement Cell of the college organize various activities. Within the financial constraints of the college, college provides student support services in different forms. State Government provides scholarship to SC/ST/OBC students; accordingly, college helps through proper counselling in order to make the informations available to suitable candidates about different schemes of state and central government. Library as well as reading room facilities is available for students. Canteen facilities are available for students/guardians and college employees. We are determined to provide hygienic food to students here. The college campus is green and clean. Waste/dustbin has been installed at various places inside the campus to make environment clean. Our campus is ragging-free and sexual harassment-free campus. Girl students are frequently roaming inside the campus hassle-free. Various cultural and sports activities are organized regularly. The IQAC of the college is effective in determining quality of the efforts made by the college in different spheres. The regular feedback

from students, alumni and other stakeholders helps further improvement.

Governance, Leadership and Management

The vision of the institution is “ To produce youth with academic calibre, practical wisdom, moral value social commitment and national fervours, inculcating cultural values and civic sense so that when youngsters leave the portals of our college they can serve their families, society, country and humanity in a decent fruitful and meaningful manner to create a suitable academic ambience to achieve the goal. ” Principal and faculty members are continuously engaged in designing and implementing the policy statements and action plans for fulfillment of the mission. The main focus of the college is towards quality measures and not towards quantity. The principal as representative of the institution keeps regular correspondence with the university officials for the effective governance of the institution. The outcomes of such meeting or correspondence are duly acted upon for further improvement. For effective financial management and resource mobilization, the institution has a mechanism to monitor the utilization of the available funds/grants to fulfill the due requirements as per recommendations of committees. To assess, assure and maintain the quality of its plans and efforts, there is an effective mechanism in the college through which the feedback from students, teachers and other stakeholders is collected. The suggestion are welcomed and duly implemented for the betterment of the institution.

Institutional Values and Best Practices

The college is committed to provide quality education. We are much concerned towards environment consciousness. The College campus is lush green and has a large number of shady trees and other plants. Classrooms are properly ventilated. We are much concerned for energy saving. The college campus has its own water harvesting system. we are determined to minimize carbon generations in the campus. Every year trees plantation programs are organized by institution. There is no hazardous waste and e-waste generated in the college campus.

Female students and faculties can roam in the campus everywhere hassle-free and are free to express their opinion in every aspect at given platforms. As we encourage the education of girls, we highly appreciate the environment which provides safety and security for girl students. In this regard, various cells are created and monitored regularly. Improper behaviour/activities are extremely unacceptable inside our campus. Participation of girl students is also encouraged in every section of the college. Refresher/Farewell assemblages are organised among senior-junior students to make proper understanding and to make a friendly environment. NSS unit of college is working properly. Volunteers of this unit are properly trained and are advised to communicate their healthy message to their respective society. They participate/organise various programmes in order to pass the relevant awareness issues. Photographic images of all celebrations are displayed on our college webpage.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|------------------------------------------------------------------|
| Name | SRI RADHA KRISHNA GOENKA COLLEGE |
| Address | Main Road, Sitamarhi, Bihar |
| City | SITAMARHI |
| State | Bihar |
| Pin | 843302 |
| Website | www.goenkacollege.org |

| Contacts for Communication | | | | | |
|----------------------------|-------------------|-------------------------|------------|--------------|-------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Ram Naresh Pandit | 06226-250291 | 9931356542 | 06226-250290 | srbg_principal@rediffmail.com |
| IQAC / CIQA coordinator | Ved Prakash Dubey | 06226-9399522606 | 9399522606 | 06226-250290 | naaciqacsrbg@gmail.com |

| Status of the Institution | |
|---------------------------|-------------|
| Institution Status | Constituent |

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

| Recognized Minority institution | |
|--------------------------------------------|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-------|------------------------------------------------|-------------------------------|
| Bihar | Babasaheb Bhimrao Ambedkar Bihar University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 01-03-1956 | View Document |
| 12B of UGC | 01-04-1975 | View Document |

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

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

| Location and Area of Campus | | | | |
|-----------------------------|-----------------------------|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Main Road, Sitamarhi, Bihar | Urban | 11.72 | 42136 |

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,English | 36 | Intermediate | English + Hindi | 121 | 121 |
| UG | BA,Hindi | 36 | Intermediate | English + Hindi | 226 | 226 |
| UG | BA,Urdu | 36 | Intermediate | Hindi,Urdu,English + Hindi | 30 | 25 |
| UG | BA,Sanskrit | 36 | Intermediate | Hindi,Sanskrit | 11 | 11 |
| UG | BA,Economics | 36 | Intermediate | English + Hindi | 285 | 163 |
| UG | BA,Political Science | 36 | Intermediate | English + Hindi | 365 | 365 |
| UG | BA,History | 36 | Intermediate | English + Hindi | 378 | 378 |
| UG | BA,Psychology | 36 | Intermediate | English + Hindi | 353 | 338 |
| UG | BA,Philosophy | 36 | Intermediate | English + Hindi | 23 | 23 |
| UG | BSc,Physics | 36 | Intermediate | English + Hindi | 89 | 88 |
| UG | BSc,Chemistry | 36 | Intermediate | English + Hindi | 92 | 92 |
| UG | BSc,Mathematics | 36 | Intermediate | English + Hindi | 192 | 102 |
| UG | BSc,Zoology | 36 | Intermediate | English + Hindi | 169 | 169 |
| UG | BSc,Botany | 36 | Intermediate | English + Hindi | 30 | 30 |
| UG | BCom,Accounts | 36 | Intermediate | English + Hindi | 382 | 355 |
| UG | BCA,Bca | 36 | Intermediate | English + | 65 | 65 |

| | | | | Hindi | | |
|----|----------------------|----|---------------|-----------------|----|----|
| UG | BBA,Bba | 36 | Intermediate | English + Hindi | 50 | 50 |
| UG | BSc,Biotechnology | 36 | Intermediate | English + Hindi | 50 | 29 |
| PG | MA,English | 24 | Undergraduate | English + Hindi | 64 | 50 |
| PG | MA,Hindi | 24 | Undergraduate | English + Hindi | 72 | 71 |
| PG | MA,Economics | 24 | Undergraduate | English + Hindi | 64 | 64 |
| PG | MA,Political Science | 24 | Undergraduate | English + Hindi | 72 | 72 |
| PG | MA,Philosophy | 24 | Undergraduate | English + Hindi | 24 | 1 |
| PG | MSc,Physics | 24 | Undergraduate | English + Hindi | 48 | 48 |
| PG | MSc,Chemistry | 24 | Undergraduate | English + Hindi | 32 | 19 |
| PG | MSc,Mathematics | 24 | Undergraduate | English + Hindi | 72 | 72 |
| PG | MSc,Zoology | 24 | Undergraduate | English + Hindi | 48 | 48 |
| PG | MSc,Botany | 24 | Undergraduate | English + Hindi | 32 | 19 |

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 | | | | 0 | | | | 47 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 2 | 0 | 14 |
| Yet to Recruit | 0 | | | | 0 | | | | 33 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|-----------------------------------------------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 65 |
| Recruited | 18 | 1 | 0 | 19 |
| Yet to Recruit | | | | 46 |
| 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 | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Ph.D. | 0 | 1 | 0 | 1 | 0 | 0 | 8 | 0 | 0 | 10 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| 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 | 4 | 0 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 | 3 | 0 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 11 |
| 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 | 3424 | 0 | 0 | 0 | 3424 |
| | Female | 3717 | 0 | 0 | 0 | 3717 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 693 | 0 | 0 | 0 | 693 |
| | Female | 534 | 0 | 0 | 0 | 534 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|-------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 965 | 722 | 585 | 582 |
| | Female | 325 | 292 | 254 | 180 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 157 | 123 | 113 | 104 |
| | Female | 77 | 55 | 39 | 25 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 3819 | 2908 | 2451 | 2057 |
| | Female | 2063 | 1816 | 1508 | 1150 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 1972 | 1355 | 1789 | 1734 |
| | Female | 1097 | 1084 | 1111 | 945 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 10475 | 8355 | 7850 | 6777 |

Institutional preparedness for NEP

| | |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Multidisciplinary/interdisciplinary: | Sri Radha Krishna Goenka College is a Constituent College of Baba Saheb Bhim Rao Ambedkar Bihar University, Muzaffarpur. The College follows the recommendations of the National Education Policy 2020 as per guidelines issued by the University. The University has already structured the Undergraduate Programs, which aim to develop a multi-disciplinary and inter-disciplinary learning approach through a holistic curriculum. It also aims to inculcate skill enhancement and research as key aspects of learning process which will be executed through active student participation. It strives to enhance the prospects for socially and economically disadvantaged and differently-abled students. From the current session (2023024), the University has already implemented the four-year UG Program as per NEP 2020. |
| 2. Academic bank of credits (ABC): | The Ordinance and regulations for the B.Sc./B.A./B.Com. Hons. CBCS System implemented by the University incorporated the provision of earning and accumulation of credits in the Academic Bank of Credit (ABC). It offers the flexibility to redeem the requisite credit for the award of an appropriate Certificate/ Diploma/ Degree, which shall provide students with an opportunity for lifelong learning. |
| 3. Skill development: | As per the Ordinances and regulations for the UG Programs under four-years CBCS System, the college has introduced Skill Enhancement Courses (SECs) in all the departments to provide the students with skills in the hands-on mode to increase their employability. Students are motivated and trained to undertake independent research to bridge the gap between theory and practice. The aim of these programs is to impart skills and capacity building among its students and faculty. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Sri Radha Krishna Goenka College encourages the learning of Indian languages such as Hindi, Urdu, Sanskrit etc. |
| 5. Focus on Outcome based education (OBE): | Sri Radha Krishna Goenka College Sitamarhi is a constituent college of B.R.A. Bihar University. The College follows the curriculum prescribed by the University. All the courses are offered as part of the Outcomes-Based Education (OBE) system which are designed keeping in mind the regional and global |

| | |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | requirements. |
| 6. Distance education/online education: | Sri Radha Krishna Goenka College started the teaching in online mode during the Covid-19 pandemic. The faculties of the college have used various digital platforms to engage with students and conducted the classes. Since then the college regularly uses the online teaching method to impart education. |

Institutional Initiatives for Electoral Literacy

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | The college regularly conducts events to promote and inculcate the democratic values amongst students and faculties. The college has a Electoral Literacy Club (ELC) . NSS unit conducts voters awareness campaign among public at village level as and when needed. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The Constituent of ELC is as under: Co-ordinator - 1 (one) Faculty member and students of UG & PG classes as members. The ELC is functional and has representation of all social groups of students. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Students work as volunteer during election process by motivating the citizen of their localities to cast their votes, providing transport to senior citizens and differently abled peoples. Students also run awareness campaign in their villages for registering new adults as voters. Students also encourage the deprived/poor people to use their valuable votes for right people for development without any biasness. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | The college regularly conducts events to promote and inculcate democratic values among students and faculties. The college has an Electoral Literacy Club (ELC). NSS unit conducts voter awareness campaigns among the public at the village level as and when needed. Students work as volunteers during the election process by motivating the citizens of their localities to cast their votes and providing transport to senior citizens and differently-abled people. Students & and ELC volunteers run awareness campaigns in their villages for registering |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>new adults as well as left-out adults as voters. Students also encourage the deprived/poor/illiterates to use their valuable votes to the candidate of their choice without any bias. Volunteers also spread awareness among different communities at village as well city levels by playing nukkad drama/ writing slogans/ voter rallies during the time of election to aware the people for their voting rights to strengthen our democracy.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>A total of 161 Voter registration forms were collected prior to the General election 2014 in 31/10/2013 and submitted to respective regional election office for voter registration. 26 voter registration forms of students and faculty were collected and deposited in Regional Election office on 02/02/20215. http://goenkacollege.org/Document/Institutional%20Initiative%20for%20Electoral%20%20Literacy-merged-compressed%20(1).pdf</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 11642 | 10475 | 8355 | 7850 | 6777 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

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

Response: 35

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24 | 23 | 24 | 20 | 14 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 344.175 | 332.33 | 315.89 | 220.54 | 226.85 |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college makes its best efforts for effective curriculum delivery and transaction of curriculum provided by the affiliating university. Babasaheb Bhim Rao Ambedkar Bihar University, Muzaffarpur (BRABU) designs the syllabus and makes it available to the college at the beginning of the academic session. The university designs the schedule of examination and pattern of assessment. Our college administration organizes the following well-marked-out action plans for the effective implementation of the prescribed curriculum:

Time Table: At the beginning of each academic session, in accordance to the university academic calendar, the time table of both UG and PG courses of arts, science and commerce are prepared according to the number of subsidiary subjects and the options offered to the students and the same is displayed on the student's notice board. All the departments while deciding teaching work-load distribution pay due consideration to the specialized area of teachers, their experience and level of course to be handled.

Creation of sections: The Time Table committees divide different classes into sections of appropriate strength for each subject.

Classroom teaching: Term-wise division of the syllabus already planned at the departmental level, in the beginning, is implemented in the best possible way. Teachers are assigned their schedule of work that includes the number of classes to be met. The teachers acquaint the students with the prescribed course content, texts and recommended books. They are also given information about the pattern of the university question paper for better understanding.

Departmental Cell: This cell of the college extends full cooperation to the teachers for improving their teaching practices by preparation and proper use of Smart Classrooms in which powerpoint presentations and other Information and Communication Technology (ICT) facilities are available.

Problem-solving and doubt-clearing sessions: Sufficient time is earmarked for solving the problems and clearing the doubts of students along with the successful completion of the curriculum. Teachers are ready to respond to the doubts/questions asked by students both during and after class time. The teacher also retrospects and takes feedback from students about the topic taught by them and how much actual transaction of knowledge regarding that particular topic has occurred among the students. Teachers also encourage the students to utilize library resources as much as possible. Teachers use textbooks, resource books from the library, and ebooks available on the internet to prepare their lectures and notes. It's an era of 4G & 5G high-speed internet network, both teachers and students are mostly equipped with and well

acquainted with smartphones. Teacher using their prior experience in literature search over the internet on different websites and e-learning portals, guide and encourage the student to optimally use the smartphone for study. Students are also encouraged to attend and watch live or recorded lectures of Eminent Professors from different national and international universities. Students and teachers can go online meeting over Zoom or Google Meet to complete syllabus and clear doubts. Many teachers even prefer to provide e-books to students from their personal digital e-book collection.

| | |
|-------------------------------|-------------------------------|
| File Description | Document |
| Upload Additional information | View Document |

1.2 Academic Flexibility

1.2.1

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

Response: 0

| | |
|---------------------------------------------|-------------------------------|
| File Description | Document |
| Institutional data in the prescribed format | View Document |

1.2.2

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| | |
|---------------------------------------------|-------------------------------|
| File Description | Document |
| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

1.3.1

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

Response:

Sri Radha Krishna Goenka College is the only PG college of District Sitamarhi in Bihar and provides UG and PG level education to both the male and female youth equally by offering co-education. The institution leaves no stone unturned to introduce and teach specific topics of such as gender equality and gender sensitization, the development of communication skill both verbal and non-verbal and soft communication skills, professional development such as stage hoisting, work ethics, punctuality, environmental sustainability, go green initiatives to the students in addition to the university prescribed syllabi through various committees, lectures, NSS and clubs. The college faculty considers gender equality and sensitization as one of the foremost aspects in the personal and professional growth of the students. The college provides an atmosphere where women feel secure and confident thereby breaking gender stereotypes. Girls students used to come to college even from border remote areas of districts via public and private transports, they get moral and mental support from the college atmosphere and college faculty also helps them become self-sufficient and empowered to fight the hardships of life in the future. The college enhances gender equality by giving and creating equal opportunities through well well-planned and systematic approach. The female teaching and non-teaching staff members provide assistance to the female students whenever they require it.

Our library has a good collection of books to help the students understand various gender-sensitive issues. The college has undertaken a number of initiatives such as promoting the use of gender-neutral language, group activities, seating arrangements and unbiased participation in various activities. The active participation of women in various cultural activities and NSS has brought various laurels to our college.

The institution stresses the practical awareness and application of various environmental issues. Students are always motivated to use a minimum of papers and encouraged to opt for digital modes of learning. Students are encouraged to teach in their locality about the detrimental effects of the over use of pesticides and fertilizers in the fields. A clean campus drive is run in the college department every month to clean the campus. A special focus is given to the preparation of assignments, models and chart-making to give an in-depth understanding of environmental sustainability to the students. The students are encouraged to understand their duties to save our ecosystem and biodiversity and to combat the pollution problem. The institution has installed an announcement system which is also used to play patriotic, religious and holistic songs to instill nationalism and communal harmony among students. The institution is proud of Alumni who have spread the essence of our values in the different fields of society. Our college tries to develop the students personally and professionally by all the available means.

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 0

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

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

1.4.1

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

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

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 75.78

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2332 | 2797 | 2905 | 2672 | 2376 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3449 | 3527 | 3527 | 3341 | 3420 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

2.1.2

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

Response: 99.61

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1724 | 1763 | 1763 | 1670 | 1676 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1724 | 1763 | 1763 | 1670 | 1710 |

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | View Document |

2.2 Student Teacher Ratio

2.2.1

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

Response: 485.08

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used to enhance learning among students. The College takes due care to create an environment where the whole teaching-learning activity is centered on the learners. All the facilities, infrastructure and teaching fraternities act as facilitators to create an environment where the student himself takes the initiative and chooses his path. The student is made aware of the annual academic calendar of the college, and the weekly schedule of classes in each department in advance. This helps the student to plan his studies in advance. The departments are directed by IQAC to take students feedback on regular basis to find out if the teaching style of any teacher is not satisfactory. The Head of the department discusses this issue with the teacher concerned to solve the problem. Regular Student seminars are organized by different departments which provide a platform for the students for public speaking. Teachers use ICT-based teaching methods like PPT to help generate interest among students. The methodology of the teaching-learning process includes project work, group discussion, tutorials, and

problem-solving are used for making teaching-learning interactive and learner-centered. The Seminar and symposium are used to make student self-learner.

.Student centric method of teaching is the most approved pedagogy followed by all the faculties of the institution. The institution takes several measures to help students to acquaint in their syllabus and also improve their general academic knowledge and skills. The faculty members choose methods of teaching according to the nature of the topic, the availability of teaching- learning materials. They understand the importance of modern and student-centric methods. Students find the solution themselves. If needed, teachers guide them. In participative learning, teachers not only actively participate but also allow students to take part in this process very actively. Students are not mere listeners rather they ask, answer, share, work and engage themselves for effective learning. Teachers sometimes use problem-solving methods to tackle a problem. Students are confronted with a problem where the teacher guides them for the solution. Apart from regular classes, teachers organize small group teaching activities for learners.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 44.68

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 47 | 47 | 47 | 47 | 47 |

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

2.4.2

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

Response: 99.05

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 24 | 23 | 24 | 20 | 13 |

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college strictly follows the academic calendar which is prepared by the university. Each department functions according to the teaching plan prepared at the department level. The unit-wise syllabus is discussed with the faculty of the department and the coursework is distributed. The students are provided with supplementary study material, powerpoint presentations. The college holds tests (written and oral) periodically at the departmental level to evaluate students. The final examination (external) is organized by our parent university annually to evaluate the students.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program outcomes and specific outcomes of various activities, which are carefully monitored and analysed by Principal and concerned units. The outcomes and achievements are displayed on the notice board and communicated with students, their parents and to general public through social media and on

HEI websites and newspapers. The objectives and importance of Course outcomes, program outcomes and program-specific outcomes are communicated to the students. The staff are also made aware of these through the prospectus and staff meetings. Achievements of college are also published in Newspapers.

Course outcome

The college monitors and communicates the progress and performance of the students as per the university rules. It is based on their results, class tests, assignments, attendance, and their participation in the classroom activities as well as the activities at the college level. The results and achievements are communicated to other teachers and students through meetings and displaying their achievements on the notice board. The results and achievements are communicated to parents of students at regular intervals. This information also goes on social media and in newspapers.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Sri Radha Krishna Goenka College, Sitamarhi performs post examination evaluation process, which is not just for the students, but also for the institute as well. Looking at the outcome of the evaluation we assess our teaching-learning process. The efficiency and effectiveness of the teaching methodology adopted by the teachers definitely reflect the results. Hence a well-defined evaluation process for any educational institution is a must. In our institute, teachers are asked to go through the syllabus provided by B.R.A. Bihar University, Muzaffarpur and write down the programme-specific outcome (PO) and the course outcome (CO) of their subjects. These objectives are achieved by continuous evaluation of the students. These evaluations are done internally as well as externally. The outcome of the evaluation gives us to act in two ways: if the results are up to our expectations, it gives us the challenge to raise the benchmark for a higher level of performance in the next exam. If the results are not up to the mark, the process of retrospect and reform begins. The method of measuring attainment and the level of attainment of program outcomes, Program-specific outcomes and Course outcomes are as follows: -

- The evaluation is done as a continuous process rather than annually, half-yearly or quarterly.
- Lecturers evaluate the students regularly by means of written/oral exams, and practical exams or just by observation and conversation.
- Lecturers prepare a set of questions for every chapter they teach and after the chapter has been taught the students are evaluated based on these questions.
- If not satisfied, lecturers analyze the reason for the same and if necessary, different approaches made for a better explanation of the topic.
- External aids such as demonstrations, e-books or audio-visual, ICT tools are used to implant conceptual knowledge into young minds.
- The results of these exams are taken as cumulative outcomes of entire session.
- Results of these exams are analyzed by the respective subject lecturers/experts Appropriate

reforms are made after analysis of the results in co-ordination of the teachers and the committees.

- Extra classes are arranged for the slow learners. The teaching technique of respective lecturers is also reviewed after the perusal of the results.
- Evaluation of other qualities of the student is also done and personalized guidance to students is given when required.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.3

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

Response: 95.43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2190 | 1559 | 1440 | 1739 | 1765 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2273 | 1670 | 1514 | 1776 | 1876 |

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Sri Radha Krishna Goenka College, Sitamarhi, has established a Research and Development Cell (RDC) to support research activities.

We have constituted Reserch & Development Cell as per the guidelines of UGC and NAAC recently. RDC

RDC encourages the faculty to orient students towards research in order to channel their lateral and critical thinking skills cutting across disciplinary domains so as to evolve practical solutions to real-life problems. The RDC with the collaboration of science faculties will build up a research atmosphere in the campus, and develop centralized research facility in the science faculty. RDC is planning to counsel and encourage both the faculty as well as the final year post-graduate students to pursue research from now on in different departments.

the

3.2.2

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

Response: 5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 0 | 0 | 0 |

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards**3.3.1**

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.63

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 5 | 2 | 6 | 6 |

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.14

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 1 | 2 | 1 |

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

3.4 Extension Activities

3.4.1

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

Response:

College arranges programmes where students get oriented to social ill-practices and their effects, environmental pollution, road safety, conservation of energy, gender issues, health issues, an education issue, National Unity and integrity, Peace education and other ideas needed in a healthy society. Students orient themselves with these issues. They develop proper understanding, the right interest and a suitable attitude. Then, they go to nearby localities to motivate, be aware and sensitize the public for hygiene, sanitation and literacy.

The college arranges extension activities in the neighborhood community to sensitize students on social issues, which are summarised as:

- Communal Harmony
- Religious, Linguistic And Regional Tolerance National Unity Awareness Prog
- Health Consciousness Programme
- Tree Plantation Drive
- Celebration of Road Safety Week Right to Caste Vote Related Awareness in the public.
- Red Ribbon Youth Fest & AIDS awareness programme.
- Clean India Movement
- Fit India Programme

When students are oriented with all these national, social, environmental, economical and other problems, they change themselves, they aware their own locality where they live and they come forward to aware the nearby villages and markets. All these activities organized under N.S.S bring holistic development of students along with academic activities; such Co-Curricular activities help our students to build sound bodies, healthy minds and a conscious soul power. Activities to sensitize students to social issues and holistic development have a greater impact on students and society. Students become aware of social evil, new trends, peaceful and modern Society. They become eco-literate, computer-literate, health-conscious, education-conscious, communal harmony conscious. All these activities change their knowledge, understanding, skill, attitude, behaviour and overall personality.

This change in mindset and outlook influences society as because a positive impact on our students has larger impact on their life, family, neighbourhood and society as a whole. All these activities aim at bringing holistic development of the personality of our students. To change our society, we need our students positively changed, well-versed in ill-effects of ill-practices and issues of society. These are the ways to social re-construction.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.2

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

| NA ME | Desi gnation | Dep artment | DA TE /OF AW ARD | Awa rd detail s | | | | | | | | | | | | | | |
|--------------------|----------------------------------|-------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Dr. Renu Thakur | Prof ession & NSS Nodal Office r | Engl ish | 09.04.2023 | Appreciated as Active Nodal Officer of Red Ribbon Club of SRKG College by Bihar Aids Control Society & NSS Cell of BRA Bihar Univeristy at M.P. Sinha Science Collge . Muzaffarpur on 09.04.2023 | | | | | | | | | | | | | | |
| Sun ny Raj | Stud ent | Zool ogy B.Sc . Part II | 09.04.2023 | Participate Essay Writing Competition of the Red Ribbon Club programme sponsored by Bihar Aids Control Society & NSS Cell of BRA Bihar Univeristy at M.P. Sinha Science Collge . Muzaffarpur on 09.04.2023 | | | | | | | | | | | | | | |
| Sun ny Raj | Stud ent | Zool ogy B.Sc . Part II | 05.06.2023 | Third Prize Winner of Mobile Photography in District Youth Festival in SRKG College Organized by Nehru Yuva Kendra Sangathan Sitamarhi | | | | | | | | | | | | | | |
| Shiv Shankar Kumar | Stud ent | Phys ics M.S c. 3rd Sem | 12.11.2022 | Participated in NSS Pre Republic Day Parade Camp at Guru Ghasi Das Univerisity Bilaspur | | | | | | | | | | | | | | |
| Shiv Shankar Kumar | Stud ent | Phys ics M.S c. 3rd Sem | 15.10.22 | Participated in Clean India Campaign at state level Pre RD Camp Held at NSS Patna | | | | | | | | | | | | | | |

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.3

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

Response: 50

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 13 | 8 | 12 | 9 |

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

3.5 Collaboration

3.5.1

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

Response: 0

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Sri Radha Krishna Goenka College, Sitamarhi is spread over 11.72 acres with a beautiful green landscape thus improving the quality of air and reducing air pollution. The college's policy is driven by the visualization of future requirements of teachers, administrative staff, and students, particularly in advance. At present, the focus of the college is to create physical infrastructure with the latest information technology so as to facilitate effective teaching & learning processes. To cater to the students' requirements, the college has always taken proactive steps to provide various facilities to develop the infrastructure in the college in terms of classrooms, seminar halls, and washrooms. We have the requisite number of classrooms to meet the requirements of UG and PG classes. Each classroom is equipped with a blackboard, comfortable furniture, and proper light. Technology-based rooms are equipped with LCD projectors to enhance the teaching-learning process. The college has well-maintained laboratories to enrich the experience through practical orientation. The college has maintained Physics, Chemistry, Botany, Zoology, Biotechnology, Psychology, BCA and Computer labs. The college has one Botanical Garden with a full-time gardener to look after it. The college has one Multi-purpose hall having a capacity of around 150 students for various cultural and academic activities like seminars, competitions, lectures etc. The college has ta computer labs that are fully air-conditioned. In order to have an uninterrupted power supply for the smooth functioning of classes and administrative work, the college has three power generator, each of high capacity.

Safety Health and Security

The college premises are under CCTV surveillance monitored from the Principal's office. A Qualified doctor is available on call. The security guards are available with 3 rounds of duties for 24 hours.

File Description

Document

Provide Link for Additional information

[View Document](#)

4.1.2

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

Response: 36.92

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 159.05 | 141.67 | 98.78 | 21.64 | 110.45 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is automated using Integrated Library Management System (ILMS) Response:

The library has a seating capacity of 50 along with a resource centre (explicitly to get access to the E-resources open/subscribed) having 1PC, 1 printer and a Xerox machine and a bar code scanner. The main library is equipped with updated collection of rare books, journals, magazines, newspapers and e-resources. Library is automated with barcode facility, reading room and internet connectivity. It has subscribed fair number 9 Newspapers. The library also provides access to INFLIBNET N-List. There is a printer and a photocopier for the students. Undergraduate and post-graduate students have easy access to the rich collection of books and other resources available in the library. To optimally use of library books and other resources, students are guided and helped by the librarian through talks and lectures. A library card allows the students to get the required books issued for a stipulated period of time. The library is looking forward to adding more e-resources and databases, ebooks adding and enriching present number of books, journals & databases.

Details of Library Automation:

Name of ILMS software- **Koha**. Nature of automation (fully or partially)- partially Version- Software & Web-based

Year of Automation- 2019

4.3 IT Infrastructure

4.3.1

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

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

Response:

Considering the crucial role that the internet is now playing in the teaching-learning process, SRKG College has used technology in the best possible manner, to provide students and faculties with seamless internet connectivity. The college has well-developed IT facilities including Wi-Fi. there are 30 computers and a few printers, high-speed internet are available in the office, examination section, computer room, store, and library. All computers are in LAN with an internet bandwidth speed 10 Mbps. LCD Projectors with projection screen and internet connection in Smart Classroom and Seminar Hall. CCTV cameras were installed in different places of the college for security purposes. The college has a fully WI-FI campus and an automated library with web OPAC facilities. The college is focussed on maintaining the present facilities and to make an addition according to the changing requirements. Moreover, the college has a plan to provide computers to each faculty member so that they will be able to cope with the changing needs. The institution also provides the facility of ICT resources to staff & students and encourages them to make maximum use of it. The college has projectors, internet facilities on different computers and well-equipped language & computer labs. The use of ICT resources is the part of regular teaching and learning activities of the college. Projector facilities are available in the seminar hall.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

4.3.2

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

Response: 388.07

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

Response: 30

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0

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)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 0.24

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 110 | 0 | 0 | 0 | 0 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description

Document

Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.3

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

Response: 0.21

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 36 | 31 | 0 | 9 | 18 |

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.4

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

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

Response: C. 2 of the above

File Description**Document**

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

[View Document](#)

5.2 Student Progression**5.2.1**

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.2.2**

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

Response: 0**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.3 Student Participation and Activities****5.3.1**

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 0 | 0 | 0 |

| File Description | Document |
|--------------------------------------------------------------|-------------------------------|
| Upload supporting document | View Document |
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format | View Document |

5.3.2

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

Response: 10

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 13 | 8 | 13 | 8 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

SRKG College is actively involved in the process of alumni registration.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

To produce youth with academic caliber, practical wisdom, moral value social commitment, and national fervors inculcating cultural values and civic sense so that when youngsters leave the portals of our college

They can serve their families, society, country, and humanity in a fruitful and meaningful manner.

Mission

1. To provide quality-based academic excellence, especially for youth.
2. To motivate students to be people-skill-oriented, competent, committed, conscientious, and compassionate.
3. To promote modern and scientific techniques as well as the cultural values of the local people.
4. To capitalize on potential benefits for students in terms of research opportunities, mentoring, and networking that are singular to comprehensive institutions.
5. To sow the seeds of multifarious challenges of life among the youth by means of understanding ethical dimensions of personal and professional life; also to procure means of examining their own values, attitudes, and beliefs.
6. To prepare students for a life of meaningful professional service and leadership.

Our College runs as per direction and guidelines of U.G.C, State Government and B.R.A. Bihar University,

Muzaffarpur. The principal follows democratic principles. Responsibility is divided among teaching and nonteaching members as per their interests and needs of the institution. There are a number of committees which act under the guidance of I.Q.A.C. All committees work as teams. Again during Co-In curricular activities, all teachers and non-teaching staff work with team spirit. The college prepares a plan

annually through the annual college calendar. The short-term plan is done for various activities of the college.

Accordingly, meetings among teachers are organized frequently. All activities are monitored by the head of the

committees and the head of the institution. Institutional planning is decided and implemented by the college

governing body and I.Q.A.C. All implementations and working systems are properly supervised by the principal. Our efficient faculty members are the backbone of planning and implementation. All plans

aim

at providing better teaching-learning facilities in the College. Faculty members work as active participants in the decision-making bodies of the College.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college administration is a cooperative effort of the Principal, teaching, non-teaching staff and students with the cooperation and support of all stakeholders in pursuit of common objective. It is necessary that all aspects should be organized in order to attain the desired goals. As the Head of the institution the Principal supervises Bursar and nodal Officer. The Principal also looks after the all Class-III & Class-IV Non-teaching Staff. Under the administration of the Principal various Committees are formed which include IQAC, Library Committee, Internal Complaint Committee, etc.. Different Cells are well thought-out to look after students' and staff' complaints. The cells functioning are controlled by the Principal. The different cells are Grievance Redressal Cell, Anti Ragging Cell, anti-sexual harassment Cell, Minority Cell and OBC Cell, establishment cell, research and development cell.

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

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts

3.Student Admission and Support**4.Examination****Response:** C. 2 of the above**6.3 Faculty Empowerment Strategies****6.3.1****The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression****Response:****Performance Appraisal of Teaching staff**

There is a performance appraisal system for the teaching staff of the college. Every regular teaching staff has to fill up and submit his/her C.R. (Confidential Report) every year. The principal of the institution checks every CR of the teaching staff, marks his opinion, and sends them to the university.

Performance Appraisal of Nonteaching staff

There is also a performance appraisal system for non-teaching staff of the college. Every regular non-teaching staff has to fill up and submit a C.R.(Confidential Report) every year. The principal of the institution checks every CR of the non-teaching staff, marks his opinion, and sends them to the university.

6.3.2**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 0**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

6.3.3

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

Response: 12.38

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 6 | 6 | 0 | 2 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19 | 20 | 21 | 21 | 24 |

File Description**Document**

Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of the certificates of the program attended by teachers.

[View Document](#)

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

[View Document](#)

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

The main source of funds from the Government of Bihar, the development grants received from U.G.C., development fees collected from the students and fees collected from the students enrolled in the courses. The funds received from the U.G.C. are clearly mentioned for which purposes they are granted. The allotments received from the state government are also under special heads and they are spent for the same

purposes they are meant.

The college has full financial support as far as students development is concerned. Keeping in view the requirements of each department, funds and grants are allocated and purchases are made through duly constituted purchase committees. The purchase procedure followed is- inviting quotations, preparation of the comparative statement of rates, and placement of purchase order to the firm quoting the lowest rates.

The main

focus is on quality. Inspection of articles purchased is made by a central inspection committee. Then there

is an entry of these articles in the Stock Registers. Keeping in view the financial powers of the Principal, the available

financial resources are used effectively & efficiently.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Yes, the institution has established an Internal Quality Assurance Cell (IQAC). The institutional policy for

quality assurance is to remain vigilant about all the aspects of quality in the institution. The teaching learning activities, the quality of teaching efforts by teachers, the infrastructure and lab facility, the linkages of co-curricular and extra-curricular activities with regular teaching, and the interface of the society are some of the parameters of quality control in the institution. Through regular feedback and implementing the decisions based on the feedback, the college ensures quality in different aspects.

Almost

all the decisions of the IQAC have been approved and implemented by the authorities. The following quality-related initiatives were taken by the IQAC.

Establishment of smart classroom.

Formation of Alumni Association

Updation of college website

NAAC accreditation process

Encouraging teachers to use IT in teaching

Written feedback in prescribed format

CCTV network in the Campus

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Provide Link for Additional information | View Document |

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

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

Response: D. Any 1 of the above

| File Description | Document |
|-----------------------------------------------------------------------------|-------------------------------|
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Sri Radha Krishna Goenka College is committed to creating an inclusive culture through its systematic approach towards gender sensitization and equity. The college has a duly constituted Internal Complaints Committee that regularly conducts awareness programs besides redressal of complaints as per statutes. The college also has a well-equipped girls' common room.

The college conducts numerous programs to promote gender equity through various class room and campus activities.

Safety and Security

Precautions have been taken during transport, in the campus, canteen, library, sports area to monitor the movement of students and ensure safety of the students. Closed circuit cameras are installed at various points to record the activities of the people moving in the campus.

Counselling

Women protection cell carries out regular counseling to the female students in groups and at individual level. Special counseling facility is also provided from Career Counselling. This is initiated by recommendation of any of the faculty, friends of students or by self request.

Common Room

Dedicated Common Room for female students with resting facilities has been created. The specific cleaning schedule is given to the housekeeping people and followed meticulously. The college is highly sensitive to the question of gender equity. As the college is located in a backward area of Bihar, girl students from poor and rural background get admitted here in a large number. Among them the number of girls belonging to the deprived class is high. Therefore the number of girl students in our college in proportion to the boys is fairly high. The college administration is very sensitive to the safety, security and well being of these students. There has not been any report of sexual harassment of girls in the college during the last five years. Minor misunderstandings between boys and girls have been very amicably dealt with and both boys and girls study in the college in an amicable ambience rather than in hostility. There is an anti-sexual harassment cell in the college. Moreover a local lady doctor is also kept in touch for their personal counseling. There is a well equipped common- room for them with indoor games facility.

Sri Radha Krishna Goenka College is committed to creating an inclusive culture through its systematic approach towards

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

| File Description | Document |
|-----------------------------------------------------------------------------|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.3

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

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

Response: D. Any 1 of the above

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Sri Radha Krishna Goenka College stands apart for its inclusiveness and for fostering a culture that encourages people from diverse sections to come together to make important contributions, as follows:

1. Various gender forums such as the GSCASH and Equal Opportunity Cell promote gender empowerment and sensitization.

2. Different ability has always been recognized as a special ability at SRKG College. The Equal Opportunity cell takes various initiatives in this regard.
3. Student union elections are held every year and the elected student union organizes talks by eminent personalities.
4. The college actively engages its students through webinars on issues such as the importance of casting votes for a thriving democracy.
5. Seminars on voter awareness, blood donation, traffic rule awareness, and eye check-up camps are organized.
6. The various departments of our college had organized seminars to celebrate Azadi ka Amrit Mahotsav on college premises.
7. Independence Day and Republic Day have been celebrated every year.
8. Issues like environmental degradation, hygiene and sanitation, unemployment, and other evils like corruption, communalism, poverty, terrorism, and casteism are discussed and brought to the forefront through several seminars, workshops, and talks.
9. The college stands apart for its inclusiveness and for fostering a culture that encourages people from diverse sections to come together to make important contributions.

7.2 Best Practices

7.2.1

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

Response:

1. Gradual upgradation towards ICT based Institute

Goal

For smooth running of the administrative work technological upgradation is time-saving and effortless. Our aim is to facilitate students, teachers and office staff with the latest information technology. With help of ICT based method we can design interactive teaching strategies to gain insight into how digital tools can be used most effectively in a classroom. It can generate higher order skill among students to make them more efficient and easier for them to offer a stress-free and fun learning environment whilst ensuring progression in their learning. Use of ICT would also allow students to step towards developing themselves as independent learners.

The Context

In the era of 21st century development remains incomplete without having internet and other e-services in all respect. ICT has the power to store, retrieve, sort, filter and distribute information which enhances efficiency. It reduces the need for intermediaries. Now-a-days webbased learning is most accessible and superior to traditional method. In the field of research and faculty improvement, ICT is highly preferable. ICT skills is necessary to explore, analyse, exchange and present information in the educational field.

The teachers have to accept that the wide spread use of ICT in colleges is having an impact on pedagogy and requires a significant rethinking of approach.

The Practice

Some of the strategies adopted by the Institute for Digitalization from conventional methods are mentioned below:

- The admission process for 1st, 2nd and 3rd year students is conducted online.
- The fee payment by students is also done by online banking. The concession to the students is given directly to the students. account through online banking.
- The Institute uses office management software to maintain the records of students.
- The Institute uses financial software named Tally for maintaining the record.
- The central library of the Institute is fully digitalized to maintain the record of the books, to issue and collect the books, and to generate various reports. The Library offers an INFLIBNET facility to the students and teachers.
- Almost every department of the college use ICT and virtual classroom for better and innovative teaching-learning. There are two smart classrooms for better teaching-learning experiences.
- Free Wi-Fi internet facility is available in every building on the campus.
- The Institute is protected under CCTV surveillance (16 cameras). Intercom facility is available at the entry gate, each department, library, staffroom, administrative office and Principal's chamber. A bulk SMS facility for students and stakeholders is available in the Institute to deliver important notice.
- The Institute has an informative website to supply almost all information to every corner of society. The Institute updates the website regularly.

Best Practice – 2

Title of the Practice

Engaging students in Social Entrepreneurship

Goal

The primary objective is to promote social entrepreneurship in students to create a more sustainable and equitable world, with emphasis on issues like education, socio-economic inequity, women's employment, environment etc.

The Context

Engaging students in solving the socio-economic problems of marginalized communities inculcates critical analysis, collaboration, and leadership abilities in them while contributing to society through establishing sustainable ventures for the underprivileged.

The Practice

The students of college under various programs conducted by the NSS spread awareness about the reuse of abandoned banana trunks.

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:

Besides the Mission and vision, the Institute also works in a very crucial and sensitive area, that is gender issue, which is a burning topic for Bihar. In order to strengthen the society, the institute took the oath to uplift the society by educating & taking care of the students especially the girl child. For this purpose, and in order to give them a secure zone, the college tries to provide them secure environment. We organize different medical counselling sessions especially for girls. We have provided a separate girl's common

room and also bus facilities from hostel and from different other routes as well. The NSS and Women Cell to enhance the social awareness about "Beti Bachao, Beti Pado". The college also tries to setup an example before the society by working in the field of water & environment conservation. The college organises tree plantation programme in the college as well at different locations of the village. The college has a lush green campus. Electricity is maintained by Solar power plant established at the roof top of the college. Water harvesting plant is also set up within the college premises.

5. CONCLUSION

Additional Information :

Sri Radha Krishna Goenka College is an iconic college for the public of Sitamarhi, it is the only college in Sitamarhi that has 10 Post Graduate Departments in Science and arts, 15 undergraduate departments in science, arts, commerce and three undergraduate vocational departments. This college also has a big sports ground in the very heart of the city which is a place for physical activities for the general public, students, and competitive exam aspirants for exam preparation and cultural, trade and political activities too. It would not be an exaggeration to say that the entire socioeconomic, cultural, political, and educational development of Sitamarhi in the last 74 years has been steered by the Sri Radha Krishna Goenka College, Sitamarhi.

Concluding Remarks :

The college established in 1949, had a glorious past. Since its inception, the college has been providing higher education to the public of Sitamarhi as well as nearby districts of Bihar state and also the public of the neighbour country Nepal. The college has renovated its dilapidated building, has upgraded its infrastructure, and accordingly has attracted the students of remote areas of poor people as well as elite people. The same spirit exists to date and it may be said that it has doubled in the leadership of

our present dynamic Principal. The teachers and staff have rigorously engaged themselves to transform the college into a leading higher education center in the Bihar State. We are getting support from our affiliating University and we hope that the college will be the first choice for not only the unprivileged but also of the privileged groups of society in the near future.

In this fast-changing academic environment, the college plays an important role in bringing the unprivileged and marginalized groups of society into the mainstream. The college strives to teach the curriculum and disseminate human values to the students belonging to different socio-economic statuses. The co-curricular activities also provide a forum for students to display their creative capability and talents. The college keeps the students abreast with innovations in the discipline concerned and thus they become aware of the contemporary world. Therefore, students are moulded in the college to face the forthcoming challenges in the competitive world and also thought how to excel in this world.