



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAM CHAMELI CHADHA VISHVAS GIRLS COLLEGE

MAIN CAMPUS - C-22, MEERUT ROAD INDUSTRIAL AREA CAMPUS 2- A-6(II),
SECTOR 22, MEERUT ROAD
201003

www.rccvgc.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ram Chameli Chadha Vishvas Girls College, in Ghaziabad, India was established in 1994 by late Shri Rishi K.L. Chadha in memory of his wife. He was a philanthropist committed towards the cause of women education and had an urge to serve the city of Ghaziabad. The vision of this institution is to transform young girls into leaders and cultural ambassadors of tomorrow, bearing an effective personality and ability to address social, economic and technological challenges of the global world. Over the last three decades, over 25000 girls have graduated from the RCCVGC campus. The institution offers over 14 courses both in Masters and Bachelor degrees

With a rich history dating back in year 1994, our college has consistently upheld its reputation for providing nurturing talent, and shaping confident, independent, and empowered women.

Vision

Vision

- To become a leading Institute in producing high-quality women professionals in the field of Art, Science, Commerce, Computer Application, and Teacher Education, for Nation Building

Mission

Mission

- To develop human potential to its fullest extent so that capable professionals emerge in a range of various professions.
- To strive for Professional Excellence with Ethical and Moral Values.
- To nurture the students with high quality education.
- To promote Creativity, Excellence and discipline.
- To explore Career opportunities for the students.
- To create Social and Environmental Awareness among students.
- To develop Socially responsible professionals.

Objectives

- To enable our students to realize their potential and self-worth so that they evolve as leaders and transforming agents who make a significant contribution in all spheres of life.
- To nurture a community of learners motivated by a quest for academic excellence.

- To equip our students with the latest technological and soft skills as well as other learning resources available, so that they have the confidence to cope with the emerging demands of a digitalized world.
- To create and maintain an institutional ethos for multi- cultural thinking, freedom to learn, experiment, question, innovate by developing critical and cognitive faculties.
- To bring confidence in our students to evolve them into women with personality development workshops and classes.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Longevity and Reputation: Being established for 29 years, the college has built a strong reputation and trust in the community.
2. All-Girls Environment: The focus on all-girls education is our unique selling point, offering a safe and conducive environment for female students.
3. Diversity of Courses: Offering over 14 courses provides students with a wide range of educational options, catering to different interests and career goals.
4. Faculty - More than half of our faculty has been working at the institution for more than five years. Moreover, 60% of a faculty, holds PhD degree. They are all driven towards the same goal and objectives of the institution.
5. Organization structure: our organization structure is very defined, yet at the same time, the communication between management administration and the faculty is very fluid and open, which helps in decision making and growth of our institution.
- 6 Activities undertaken to promote social welfare and inculcate a sense of social responsibility.
7. Research environment and importance given to faculty and student research Continuous progressive evaluation system for students
- 8 Participative Management.where there employee inputs are given due weightage, collaborative decision making is encouraged ,and employees feel empowered.
- 9 Value Added Courses like C and C++, Digital Marketing, MOS, Tally, EXCEL, CTET coaching, personality development, Basic Communicative English , Yoga, Zumba, etc
- 10 Large number of initiatives undertaken for supporting number of slow learners and students from diverse backgrounds

11. RCCV students feel empowered by the unwavering support of staff and management. and by the policy of zero tolerance to ragging.

Institutional Weakness

1. Limited Resources Being a Non-profit institutions, that aims to provide education to all in need, we sometimes face resource constraints, which a private / profit driven institute might not.
2. Competition : Ghaziabad has many reputable educational institutions, and the college may face competition in terms of attracting and retaining students.

Institutional Opportunity

- 1.CSR & Government Grants: Private industries and government often provide grants and incentives for educational institutions focused on underprivileged students which we have recently started exploring for equal access to quality education so girls from underprivileged backgrounds and rural areas would be able to get quality education inspite of their poor economic background
2. Community Partnerships: Building partnerships with local organizations and businesses can lead to increased funding and support for the college.
3. Online Education / Digital Focus Expanding online course offerings can reach a wider audience, including students who cannot attend in person.
4. Alumni Engagement : Engaging and registering alumni for mentorship, and financial support is something we would like to focus more on
5. Green initiatives: As we are getting more aware of the resources available, we would like to adapt solar panels, conduct rain water harvesting, save electricity by making the campus automated Etc.
6. more focus to provide Career counselling to girls and also giving coaching by experienced faculty to qualify state level exams like NET , CSIR, CTET etc.
- 7, we can also go for NAAC Sponsored or ICSSR sponsored conferences and seminars once get accreditation
8. we can also start full fledged Research and development Cell
- 9, sponsored or collaborative activities with University can be planned in future.
- 10 PG students can be more inclined for research.

11 we can offer more courses and resources addressing women's rights , gender equality and related topics and also skill based more cpurses.

12 Institute can go for registration in Institution Innovative COuncil(IIC)

Institutional Challenge

1. *Economic Disparities*: The underprivileged status of students may lead to financial challenges, affecting their ability to pay tuition and access resources.

2. Changing Education Landscape: Adapting to new education policy and technologies and methodologies can be difficult for our established institution and NEP has its own loopholes

3. Quality of Faculty: Attracting and retaining highly qualified faculty, especially on a nonprofit budget, is a challenge.

4. Regulatory Compliance: Ensuring compliance with government regulations, especially in the educational sector, can be complex and resource-intensive.

5. Mushrooming of institutions leads to problems in admission

6. as per NEP and semester wise exam system has made college exam conducting bodies reather academic units

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Academic processes in RCCV are streamlined with timetables, workloads and other administrative tasks prepped well in advance of teaching sessions. Though the curriculum is designed by the University, the Goals and Objectives of the RCCVGC are transmitted to the Students with the efforts of the Faculty by teaching beyond Classroom and curriculum. Being an affiliated Institute of the Chaudhary Charan Singh University, Meerut the institution provides a wide range of courses/ programmes at Graduation and post graduation levels.

The RCCV has a limited role in designing the curriculum as it is decided by the University. The RCCV provides diverse and flexible programmes of study that enable the students to follow a self selected pathway to learning. The Students can select any course they wish to pursue, subject to the eligibility criteria set by the University.

The RCCV strives to offer the highest quality education and service through continual self-assessment, evaluation by students and seeking feedback from all stakeholders. This mechanism helps in identifying the new courses/ programmes/subjects that can be introduced in the ensuing academic sessions. The frequency of curriculum update or syllabi revision depends on the University. The Mentoring programme for all students helps them to face the academic and personal challenges continuously. Value-Added Courses like Tally, SQL, Excel, MOS, C and C++ training Digital Marketing, Basics of Communicative English, Personality Development Programme, Python etc. are imparted for holistic development of the Students. By providing worthwhile feedback to students on their learning skills based on variety of assessment strategies, optimizes their potential to progress..

Teaching-learning and Evaluation

The RCCV maintains a learner-centric environment conducive for quality education and student empowerment. The Institute adopts the student – centric learning and experiential learning as its corner stone in academic process. Wide publicity to the admission process is carried out by means of print and electronic media i.e. prospectus and RCCV website. The admission process is systematically administered and is Transparent. Admission Committees consisting of members from different faculties, admits students on the basis of merit in respective major subjects. The RCCV has consistently performed creditably well as far as results of various Courses are concerned.

The teaching-learning and evaluation process of the Institution follows the academic calendar prepared in synchronization with the University calendar. Each Department prepares an academic calendar in such a way that optimum experiential learning is imparted to the students. An Orientation Program is conducted by each Department to get better insights in terms of knowledge and skills of the Students. The Mentor-Mentee system is in practice and every student is monitored by a mentor. The old paradigm of lecturing is replaced by the Information and Communication Technology (ICT) enabled classes. In addition to the internal examinations conducted in a scheduled manner as per Time Tables, a formative evaluation of the students is also done through procedures inclusive of assignments, seminars, projects, field work, competitions, Unit Tests (UTs) and Pre-University Examinations. Remedial classes are offered to the underachievers and enrichment programmes are offered to the high achievers. The Academic performance of each Department is evaluated through the monthly Meeting of the Heads of Departments with the Secretary and the Principal. The Department with its entire faculty also holds a meeting once in a month to monitor the working of each department

Research, Innovations and Extension

To promote research as an integral part of curriculum, the Institute has organized various National Seminars. There are a number of Faculty members who were awarded Ph.D. Degree during the last five years and many more are pursuing Ph.D. in their respective fields. The Institute encourages research among its faculty and students in various ways like sponsoring them to present papers in National and International Conferences, providing them academic leave for research and attending international and national conferences. The RCCV had initiated a financial incentive Scheme to the Research Paper Publication among the faculty. The Institute

also assesses faculty which includes Performance Based Appraisal System (PBAS) of UGC where weightage is given to faculty research and publications. Most of the faculty members of the Institute are either Ph.Ds or undergoing their Ph.D. Program. The faculty is encouraged to enhance their Qualifications/Skills. Special incentives are given on acquiring Ph.D, JRF/NET or other higher qualifications. The basic research facilities are strengthened by providing opportunities to the faculty to attend and present/publish Papers in National/International Seminars/Workshops/FDPs etc, outside the institute. Every faculty is expected to write at least one/two papers in a UGC CARE Journal. Subscription to view and access to DELNET and N LIST introduces new trends in higher education and research to the Students.

Infrastructure and Learning Resources

. The Institute has adequate number of ICT enabled classrooms, laboratories, library, faculty rooms, auditorium, play grounds and garden. The RCCV has a well-stocked and computerized Library with over 25000 titles of books 7000+ volumes in specific categories like periodicals newspapers and journals available to all students along with four Databases. The library has a huge reading hall and specific deposit area where readers can keep their personal belongings. The focus of RCCV has always been to be at the forefront of optimum utilization of Information Technology (IT) resources and leverage the power of IT in making the learning process, informative and engaging. Computer and internet facility using wide band of 100Mbps is also available in the library for browsing e-journals and online databases. The computers are connected to LAN. Wi-Fi facility is available in the Departments, Offices and open area throughout the Institute. There are sufficient numbers of Uninterrupted Power Supplies (UPSs) for ensuring power back up. Besides the regular supply from Electricity Department, Generator is used to ensure uninterrupted power supply throughout the Campus. Spacious Lecture Theatres are thoughtfully designed to induce high quality learning and are equipped with high end teaching aids such as Liquid Crystal Display (LCD) projectors and Smart Boards. The Conferencing needs at RCCV are taken care of by Auditorium cum Seminar Hall with latest state-of-the-art audio/video facilities with a total seating capacity of more than 400. The facilities are engaged round the year hosting intra and inter college/school events like Seminars, Conferences, Debates and Cultural Activities. The RCCV has facility for both indoor and outdoor games such as Badminton, Table Tennis, Chess, Carom, etc with a large open area to host big events including exhibitions etc. CCTV cameras have been installed in the whole college for surveillance with the control panel in the Principal's office.

A Wheel Chair is provided for differently-abled persons. The RCCV has a medical room and Doctor on call facility within the Campus to take care of the Student's immediate medical assistance. However, for other cases the college has a tie up with hospital in Ghaziabad.

Student Support and Progression

The Student Support services are consistent with the Vision and Mission and are published RCCV Website and Social networking Sites like Facebook and Instagram. Student Support activities fall into four categories –Academic, Co-curricular, Career & Placement, Scholarships & other Financial Aids. The academic support consists of Remedial Classes, Providing Online Notes and Question Banks, Conducting various Seminars and Workshops, Value Added Courses, Guest Lectures, Central Teachers Eligibility Test (CTET) coaching etc. Support in co-curricular activities is extended by activities organized by various cells such as Sports cell, Cultural club, ICT club, Environment club and Science Club, NSS Cell and all Departmental co-curricular activities. The Career, Placement, Empowerment and Grievance related issues are addressed by the Placement Cell, Mentoring System, Discipline cell, Grievance Redressal Cell and Woman Progress. The Institute has

signed many Memorandum of Understandings (MoUs) for conducting recruitment drives and campus recruitments. Attention is given to UP Government Post-metric Scholarship Scheme for procuring scholarships for Students and their timely renewal through Registrar's office. The Institute also distributes scholarships to the meritorious students of each department. For promoting one of the Prime Minister's Campaign "Beti Bachaoo Beti Padaoo" the RCCV provides many scholarships to students. Students are provided counseling at the time of admission and are helped to choose the courses/programmes pragmatically by looking at their strengths. The U.P. Govt. /Govt. of India reservation policy is strictly followed and selected needy students from weaker sections of society are given freeships/fee concessions. The institution identifies slow and advanced learners through class tests, assignments, project work, etc. Accordingly effective strategies are adopted for supporting both kinds of students with attainment targets. Due to the organized efforts of the support mechanisms majority of the UG students pursue Post Graduate (PG) programmes in the institute and in other reputed institutions. Every Department maintains a Students' Progression Report to record the progress of a student across semesters and after the completion of the course.

Governance, Leadership and Management

RCCV has a clear Vision and Mission statement and its governance and leadership are well defined to achieve academic excellence. Striving for excellence can never be an accidental and spontaneous phenomenon. The RCCV College is alive to these basics and this is reflected in our major thrust areas which are to create an environment for world class education, value-based learning on human dynamics, interactivity and optimization of time as the exhaustible resources. The Management takes the leadership role in the effective implementation of the teaching-learning and the student support programmes. The institutional governance and management is essentially democratic and the leadership is participatory and adheres to a quality policy which ensures optimum standards in scholastic and non-scholastic domains, inclusive development and stakeholder participation. On the basis of the Evaluation Report and feedbacks from the HODs, corrective measures are suggested. Academic autonomy is given to the HODs in their domains and the Class Coordinators. The Faculty who head the various associations, clubs and committees are given freedom to plan and implement their activities. They are also assisted by student leaders who work in coordination with the staff members. The leadership and initiative among the students are promoted in the functioning of clubs and associations in the organization of various departmental activities. The Internal Quality Assurance Cell (IQAC) takes initiative in planning, implementing and streamlining the quality improvement strategies of the Institute. The woman progress cell monitors and ensures an amicable, anxiety-free work environment for the female faculty, staff and students.

Institutional Values and Best Practices

The Institution's commitment towards excellence is evident from the innovations brought in all aspects of teaching, learning, evaluation, campus automation, students support, research, technology and so on. The RCCV has initiated some best practices to serve the society by donating

RCCVGC has been committed to making quality education accessible to underprivileged girls, since 1994. Our dedication to providing scholarships aligns with our mission that no deserving student is denied access to education due to financial constraints. The objective is to break the cycle of inaccessible quality education for girls. The outcomes include: empowerment, improved economic opportunities, and reduced child marriage

rates. The underlying principles revolve around social justice, gender equity, and human rights, fostering a more inclusive society. By investing in the education of underprivileged girls, we promote their potential, amplify their voices, and contribute to a brighter, more equitable future for all, ultimately benefiting communities and nations at large.

We provide multiple kinds of scholarship within the institution

1. **Open Admission Policy:** One of the most outstanding practices of the college is its policy of covering partial tuition fees for any girl who walks in during admission and cannot afford it. This practice immediately eliminates a significant barrier to education, allowing any girl with the desire to learn to access the college's resources. The limitation however is trust, getting the right documents of proof to further support the student and customizing individualized scholarships on per student basis.

2. **Philanthropist initiative to support meritorious students:** The college's provision of scholarships at institutional levels based on merit is an exemplary approach. Eligibility criteria for this typically include high grades, demonstrating exceptional talent and skills and showcasing leadership qualities. In last 5 years, cash amount to various meritorious scholars is rs. One lac forty-six thousand eight hundred

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAM CHAMELI CHADHA VISHVAS GIRLS COLLEGE
Address	Main Campus - C-22, Meerut Road Industrial Area Campus 2- A-6(II), SECTOR 22, Meerut Road
City	Ghaziabad
State	Uttar pradesh
Pin	201003
Website	www.rccvgc.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Neetu Chawla	0120-4163604	9999399951	0120-4163604	rccvnaac@gmail.com
IQAC / CIQA coordinator	Sangeeta Solanki	0120-4128678	9999647606	0120-4128678	drsangeetasolanki4@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Uttar pradesh	Choudhary Charan Singh University	View Document
Uttar pradesh	Dr Apj Abdul Kalam Technical University Uttar Pradesh Lucknow	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-06-2001	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2022	360	Besides Permanent Approval Approval is revised every year
NCTE	View Document	01-04-2018	360	permanent Approval

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 Campus - C-22, Meerut Road Industrial Area Campus 2- A-6(II), SECTOR 22, Meerut Road	Urban	7.147	12153

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Department Of Teacher Education	24	Science/Social Science Bachelor's Degree or Post Graduate Degree from a University established by law with minimum 50% (fifty per cent) marks for General and Backward Classes in 'Humanities Category'	English,Hindi	100	75
UG	BCom,Department Of Commerce	36	10+2 with 33% marks (Elegibility - Commerce, Arts, Science.	English,Hindi	180	86
UG	BCom,Department Of Commerce	36	10+2 with 33% marks (Elegibility -	English,Hindi	60	49

			Commerce, Arts, Science ,Science/ Social Science Bachelor's Degree or Post Graduate Degree from a University established by law with minimum 50% (fifty per cent) mark			
UG	BA,Departm ent Of Arts	36	10+2 with 33% marks. Two-third theory marks and one-third practical marks of candidates with vocational course will be considered in non practical courses.	English,Hind i	140	89
UG	BSc,Departm ent Of Science	36	10+2 with 45% marks for Gen./OBC & 40% marks for SC/ST (P CB/PCBE/P CMB) Or Home Science mandatory at 10th Or 12th level with Ar ts/Commerce	English,Hind i	120	15

Self Study Report of RAM CHAMELI CHADHA VISHVAS GIRLS COLLEGE

UG	BSc,Department Of Science	36	10+2 with 33% marks (Biology)	English,Hindi	80	70
UG	BSc,Department Of Science	36	10+2 with 33% marks (Eligibility - PCM/PCMB)	English,Hindi	120	29
UG	BCA,Department Of Computer Application	36	10+2 with 45% marks for GEN/OBC and for SC/ST 33% marks. (Art with maths)/ Ag/Bio/Science/Commerce), Maths mandatory at High School Or Intermediate.	English	120	77
PG	MEd,Department Of Teacher Education	24	Minimum 50% marks or an equivalent grade in B.Ed./ B.A.-B.Ed./ B.Sc.- B.Ed./ B.El.Ed./ D.El.Ed. with an undergraduate degree (50% marks each). Note: Reservation and relaxation for SC/ST/OBC/ PWD and ot	English,Hindi	50	38
PG	MCom,Depa	24	B.Com./BBA	English	60	30

	Department Of Commerce		/Non-Commerce graduates with 33% marks in the aggregate			
PG	MSc, Department Of Science	24	B.Sc. Degree (with the concerned subject as one of the main subject) with 45% marks candidate having B.A./B.Sc. degree in Mathematics/B. Tech. (Civil/EC/CS/IT/Mech./Electrical)/BCA are also eligible	English	60	17
PG	MSc, Department Of Science	24	B.Sc. Degree (with the concerned subject as one of the main subject) with 45% marks in aggregate and 50% marks in the subject	English	30	30
PG	MSc, Department Of Science	24	B.Sc. Degree (with the concerned subject as one of the main subject) with 45% marks in aggregate and 50%	English	60	20

			marks in the subject			
PG	MCA, Department Of Computer Application	24	Passed bachelor's degree from a recognised institute/ university with a minimum of 50% aggregate (45% for SC/ ST candidates) and Mathematics as a compulsory subject in Class 12	English	45	9

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				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				71			
Recruited	0	2	0	2	0	2	0	2	10	61	0	71
Yet to Recruit	0				0				0			

Non-Teaching 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				55
Recruited	23	32	0	55
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				5
Recruited	5	0	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	2	0	5	25	0	34
M.Phil.	0	0	0	0	0	0	0	0	4	4
PG	0	0	0	0	0	0	5	32	0	37
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	0	0	0	0	0
	Female	1441	0	0	0	1441
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	374	0	0	0	374
	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	0	0	0	0
	Female	123	80	71	114
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	1	1	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	264	216	177	210
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	464	370	351	425
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		853	667	600	749

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>1. RAM CHAMELI CHADHA VISHVAS GIRLS COLLEGE (RCCVGC) is an affiliated college with Ch. Charan Singh University, Meerut, Uttar Pradesh, which is a State University, and the guidelines provided by the University are strictly followed. The university has recently issued guidelines to implement a multidisciplinary/interdisciplinary structure of the New Education Policy from the academic session 2021 for few programs such as; B.Com, BSc-Gen, BA. The syllabus has been revised for such programs as per the NEP based skill driven/ vocational, co-curricular, with minor electives. For Rest of the programs run at RCCVGC, the NEP based curriculum is introduced at University level</p>
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	<p>and not at self-financed institutions. 2. The faculty were asked to attend Seminars/webinars on the theme of NEP to get themselves prepared to implement the course conducted by university time to time. Also many online sessions by the college were conducted to clear the doubts and in non-clarification 3. From the session 2021-22, NEP has been implemented at UG level . Six compulsory Ability Enhancement Courses (Co-curricular) have been included for the holistic development of a student. Choice-Based Credit System introduced and implemented at UG Multi-disciplinarity has been made compulsory through a minor paper. Moreover, students are given a wider choice of not only subjects but also faculty by allowing them to choose from subjects of different faculties. Multiple entry-exit policy has been introduced after each year of higher education, for example: after first year of UG a student can leave with a Certificate in faculty, after second year with a Diploma, and so on. 4. Community engagement activities /Projects are taken by students under NSS, Scout guide camps, and Community Camps etc., Environmental Education is also a qualifying paper in B.Sc, BCA, B.Com and an optional paper in B.Ed. Program. The Science Club and NSS Club take care of the environment-related initiatives. The curriculum in B.Com, B.Ed. and BCA comprises papers related to Business/Professional ethics and values.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>In the case of affiliating institutions like RCCVGC, the rights for ABC are with the university only. In the year 2022, the university made it compulsory for the students to register on ABACUS The College got registered on ABACUS-UP, an Academic Bank of Credits developed by the Uttar Pradesh Government. The teachers and students are continuously and increasingly filling up their information on the portal. Grades in place of marks to avoid cutthroat competition among students have been introduced at UG level. In each course, Continuous Internal Evaluation has been introduced for overall assessment of understanding of the course contents 2 Provisions of Academic Bank of Credit proposed in the draft of NEP to facilitate multiple entries and exit points in their academic programs is an innovative idea to earn and deposit credit through National MOOCs like SWAYAM and ARPIT. It shall also be considered for credit transfer and accumulation in</p>

	<p>this provision. By this, the students will be able to earn credits and get the program completed. 3</p> <p>Although the Curriculum framework is fixed still the faculties are given autonomy to design the Course plan, Select reading and reference material, give Assignments and take internal assessments as per their pedagogical Approach. The faculty members are asked to adopt innovative approaches to impart the curriculum using ICT-based pedagogical methodologies</p>
<p>3. Skill development:</p>	<p>Four Compulsory Skill development courses are introduced in first two years of UG programs. The syllabi have been developed with an emphasis on the research orientation of students to enhance their research skills. Compulsory Research Project in the third year of UG Programmes, and in every semester in PG. Industrial training/ hands-on training is introduced to encourage research projects for the skill development of the students. The emphasis is not only to groom and train students to be good employees but also to become enthusiastic entrepreneurs and job creators At the college level where Skill development is concerned, to enhance language proficiency & strengthen the vocational education and soft skills of students; Personality Development Programs, Mock Drills, Aptitude tests, Group discussions, and Communication & soft skill development activities are conducted. Apart from this, Value Added Programs are additionally offered on Web design, Tally, Digital Marketing, Computer Basics, etc. are offered along with the University Curriculum to bridge the gap between Industry and academia. The institute ensures that the students as well as teachers enrol themselves in at least one Vocational Course available on the SWAYAM Portal each Semester/year.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>To preserve and promote Indian language and culture, the Cultural Club of RCCVGC takes care of incorporating Cultural Values and ethics in the Curriculum. Hindi is one of the prominent Indian languages. The teacher delivers the classroom instructions in Hindi also along with English. Question Papers, Notes and Presentations are Hindi Diwas is celebrated every year. All Religious and national Festivals are organized. The library is equipped with English and Hindi Literature. The new session is commenced with Havan Poojan.</p>

	<p>Ramayana, Bhajan Sandhya, Geeta-path are regularly organized. Religious festivals are organized, and Indian Culture and traditions are followed in all the rituals. The syllabus of each subject includes an introduction of Indian Knowledge System, specific to that subject. Each Subject has in its UG Programme first year, first semester, first paper, first unit as the contribution of India and Indians to that particular subject. The bilingual mode of teaching is encouraged for better understanding of students, by the teachers in the class. The books in the Hindi language have been included in the reference lists of each course, wherever available. The college provides Value-based education by teaching Philosophical and Sociological Perspectives of Education to students, which include human values, righteous conduct, peace, nonviolence etc.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The objectives set out in the NEP on OBE are Competency, standards, benchmarks, and attainment of targets. The RCCVGC is prepared to fulfill the objectives and achieve the target as per the structural curriculum provided by the affiliating University. All the activity reports are maintained highlighting the outcome. Outcome-based Program attainment is computed. The outcome is captured in terms of Data and skill development among students. For effective curriculum delivery and outcome-based Education College has purchased software “COLLPOLL”</p>
<p>6. Distance education/online education:</p>	<p>During the Covid pandemic, online classes were conducted very effectively by all faculty members in all programs. Both teachers and learners have experienced the online teaching and evaluation process through different software. Microsoft Tools, Zoom, and online learning Applications like Kahoot, Quizzes etc. are used on a frequent basis. The faculty members are encouraged to create their YouTube channels and Online Courses. Activities are also conducted online as well as offline mode. The teachers also take classes, whenever required through the Learning Management System of Micro-soft Teams.</p>

Institutional Initiatives for Electoral Literacy

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<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club was established at RCCV Girls College on January 08, 2023. The club through its action based approach not only undertakes the responsibility of making the voter cards of the students but also apprises them about their voting rights and spread consciousness amongst others in society.</p>
<p>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?</p>	<p>ELC is functional and 3 teachers and 8 students including one eminent member of Academics and one EX MLA are part of this ELC with the objective to have all eligible voters to register in the electoral roll and ensure it is 100% error free in order to strengthen our democracy even further. One of the main objectives of Voter Education is to make the voters informed and ethical and help in enhancing their participation</p>
<p>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.</p>	<p>National Voters Day was celebrated in college on January 25th, 2022 on the theme 'No Voter to be Left Behind'. Students took a pledge to cast their votes judiciously. On 07.05.2023, in collaboration with Danika Jagran and in the presence of eminent members of Ghaziabad DM Mr. Rakesh Kumar. SDM Shubhangi Shukla, famous Indian Cricketer Ayshi Soni, and around 25 college students took part in a Scooter Rally (around 30 km) with a mission to spread voting significance awareness where they emphasized on the significance and value of votes through speeches and self-composed poems. Students also conducted NUKKAR Natak for a voter awareness campaign. On 08.07.23, a guest lecture on Voter Rights and Contribution in Democracy Awareness" for B.A. students by dr. Ajay Kumar Upadhyay, Eminent speaker of India TV channel and Professor of S.D. college</p>
<p>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.</p>	<p>Many Awareness Drives for the electoral system and MLC training is organized for Faculty and students. Under the National Service Scheme, the Election Awareness Rally was organized as an outreach program</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>As RCCV is a Higher Education Institute, Almost all the admitted students are above 18 years old and enrolled as voters in advance. If someone is left, they are being asked to visit the Electoral Literacy Cell on Saturdays between 3:00 p.m. to 4 p.m. After getting</p>

sufficient entries, Person from the electoral department is contacted to get their Voter Id cards prepared.

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
1753	1709	1745	1687	1606
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: 107

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
72	61	55	53	47

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
289.09	123.64	206.32	211.69	181.66

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

CONTRIBUTION OF ACADEMIC DEVELOPMENT COMMITTEE (ADC):-

The college has the Academic Development Committee (ADC) which ensures to implements the curriculum. This committee develops and deploys action plans effectively for curriculum delivery at the college level.

- The activities of the ADC begin before the commencement of the academic session and continue till the end of the academic year. It comprises of a core group of members and an extended group that includes all the teachers-in-charge (TICs) of different departments.
- The work of the ADC commences with the scrutiny of the overall and teacher-wise workload of different disciplines which facilitates the preparation of respective timetables. The norms to be followed in preparing the workloads are deliberated upon in the meetings, keeping in mind the rules communicated by CCS University and UGC from time to time.
- The process of making timetables for the college involves all the department heads as well as the Academic Development Committee (ADC).
- The timetable committee begins its work well in advance before the beginning of the next session.
- The timetable approved by the Principal is then handed over to the teachers of different departments and displayed on the notice boards of the college.
- There is a well-equipped, fully computerized, and up-to-date library that holds a large number of textbooks and reference books, magazines, newspapers, and articles. The Library has a “Book Bank” consisting of core textbooks, which are issued to deserving students for the whole academic year.
- Progresses in the syllabus coverage and course delivery are obtained from the faculty through the Lesson plan. At the beginning of their academic year, the teachers prepare the teaching lesson *plan* for the subjects, they handle.
- The college regularly conducts value-added courses to inculcate the values in students.
- Taking feedback from students, parents and alumni on faculty, content delivery, and college environment is a regular practice.
- The teachers explore all possible ways to make the curriculum instrumental in developing the potential of the students to locate opportunities beyond curriculum-based education. The college has organized a good number of Field Trips, Workshops, and Seminars with external experts from various fields and institutions, both at the department level and as part of inter-disciplinary activities.

CONTINUOUS INTERNAL ASSESSMENT

The academic calendar prepared is meticulously followed for the conduction of Continuous Internal Evaluation. As per the University of CCS University, Meerut, the Continuous Internal Evaluation (CIE) includes Internal Assessment, Midterm Submission, and Final Term. The outcome-based Schema is prepared for each course and the internal Assessment is done on the basis of such OBE Schema. All the departments follow the Outcome-based Evaluation Schema pre-defined on the basis of the University Curriculum. Sessional Work submissions, quizzes, assignments, Lab Practicals, Unit tests, and projects all are included in the CIE schema which is designed on the Outcome-based Evaluation system.

The college has recently purchased the Software Collpoll which is being used to find the Program Attainment in the line of Outcome Based Education

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

1.2 Academic Flexibility**1.2.1**

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

Response: 14

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

Other Upload Files

1

[View Document](#)**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: 11.52

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
304	305	00	100	270

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

To spread awareness amongst students about the ground reality of our social existence and these cross cutting issues, the college undertakes numerous steps summarized below:

PROFESSIONAL ETHICS & HUMAN VALUES:

The institution has given equal importance to professional ethics along with academics. Various subjects like Entrepreneurship and motivation (B.Sc. Home Science V semester), Business communication (B. Com. I year), E- Com. (B. Com. III year) are included in different programs

We also conduct various Life skill workshops and various personality development program for inculcating the following values in the students

1. Time management
2. Stress management
3. Empathy
4. Leadership
5. Problem solving
6. Self-awareness
7. Interview etiquettes etc.

GENDER:

Being a girls' college, sensitization of students towards gender issues is a crucial task. The college holds seminars on gender issues which to makes the students aware of the atrocities against women in the society but also helps them understand gender in the light of gender spectrum. The college lays emphasis on the same through NSS activities. The NSS team creates awareness among the people of surrounding villages on various issues.

The institute believes in creating a space where each individual is treated equally and respect. Faculty/Staff population is well balanced with both genders. The college provides a rock-solid platform where everyone feels welcomed and encouraged without any gender discrimination.

ENVIRONMENT AND SUSTAINABILITY

The idea for Sustainable development is to create development that can be maintained and sustained without causing harm to the environment. Students of almost all programs takes part in environmental awareness activities together.

Apart from the theoretical & conceptual understanding, all such courses are imparted through various practical activities/events which help the student to deal with such issues in a better way.

Program	Sem/Year	Courses Offered	Crosscutting Issues	Activities Undertaken for transacting the curriculum
M.SC Chem	4th Sem	Environmental Chemistry	ENVIRONMENT AND SUSTAINABILITY	The NSS Volunteers have taken up the following initiatives <ul style="list-style-type: none"> • The Construction of platform

BCA	1st Sem	Environmental Education		around the tree to save them
B.Sc H.Sci	1st Sem	Environmental Science		<ul style="list-style-type: none"> • Environment awareness • Swachata program • Voting and environment awareness rally
B.Ed	2nd Yr	Environmental Education		
B.Sc H.Sci	2nd Sem	Sanitation and Hygiene		
B.Ed	2nd Yr	Gender ,School and society	GENDER	The college conducted many programs such as,
B.Sc H.Sci	4th Sem	Community Nutrition		<ul style="list-style-type: none"> • Installation of Vending Machine. • workshop on women safety, guest lecture on legal rights against domestic violence • Social awareness programs & welfare services • Nukkad Natak related to gender issues especially in rural areas, • Rally on creating awareness on cleanliness, and volunteer services to schools and villages.

B.Sc H.Sci	3rd Sem	Family Dynamics	PROFESSIONAL ETHICS AND HUMAN VALUES	To impart human values in students. The college conducted various events as:: <ul style="list-style-type: none"> • PDP • Visiting old age home: Elders and volunteers spend some time together and share their experience with each other • Visiting orphanage:. • Health check up • Blood donation camp • Distribution of food to the needy
	5th Sem	Entrepreneurship and motivation		
	5th Sem	Community development		
B.Sc-1st Yr		Bhartiya Sanskriti evam Rashtra Gaurav		
B.Com	1st Yr	Business communication		
	3rd Yr	E- Commerce		

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

<p>1.3.2</p> <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>Response: 21.28</p>
<p>1.3.2.1 Number of students undertaking project work/field work / internships</p> <p>Response: 373</p>

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

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 67.29

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
809	636	573	728	669

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1235	1065	925	925	925

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 56.93

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
363	266	231	310	276

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
618	533	463	463	463

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 24.35

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 for enhancing learning experiences using ICT tools

RCCV adopts the following Students Centric Methods

(A) Experiential Learning

1. Project work- MAJOR and MINOR Projects, Research projects, field-based projects, Internship projects, and School observation are essential part of different program
2. Participation in competition- For real time exposure students are encouraged to participate at national and international levels, (B) Participative Learning
3. Field Visits
4. Industrial Visits
5. Guest Lecture
6. Lab Experiments- Students of B.Sc/M.Sc Zoology, Botony, Chemistry perform experiments in lab., Computer Lab is assessed by all UG and PG Students, Art craft lab. ICT lab, Psychology Lab etc helps in practical exposure to students.
7. Practice Teaching at Schools

(B) Participative Learning includes

1. Role Play-
2. Micro Teaching
3. Simulation Teaching-
4. Team Work- NSS Camp, Community Camp, Scout Guide Camp-open for all UG and PG
5. Debates- Conducted in All UG and PG
6. Group Assignments
7. Workshops and seminars/webinars
8. Discussion
9. Exhibition
10. Organizing various competitions

(C) Problem Solving Methodologies

1. Case study- to make the students have logical thinking and practical knowledge to develop problem solving ability.
2. Case analysis
3. Action research- conducted in B.Ed/M.Ed Program
4. Developing kitchen garden
5. Research dissertations
6. Writing research article and Paper Presentation
7. Analysis and Mock sessions, PDP sessions,
8. Quizzes- Quizzes are conducted by subject teachers in all UG and PG programmes
9. Examination are based on analysis and reasoning.

(C) ICT enabled Teaching Learning

1. Use of Projectors in the classroom
2. Use of Microsoft Teams, Google Classroom etc
3. Use of PPT and Video lectures
4. Use of DELNET software to access Digital Resources
5. Training to Students and faculty to use Microsoft Applications in Teaching learning.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 86.49

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
77	78	64	59	55

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

2.4.2

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

Response: 59.72

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
56	38	28	29	21

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:**MECHANISM (INTERNAL ASSESSMENT)**

- The college follows the regulations of CCS University Meerut for the internal evaluation process of the theory & practical subjects
- The examination committee prepares the timetable of preparatory exams for each semester.
- The internal exams are conducted for the purpose of allotting internal assessment.
- This process gets conveyed to students during the orientation program at the beginning of every academic year.
- Preparatory exams are conducted in focus on the attainment of Course outcomes and the marks are incorporated in the internals along with the performance in assignments, projects and the attendance.
- For transparency during the exam and to curb any malpractices Examination Committee provides an In-house Squad, that randomly keeps a watch on the exam center.
- **The College along-with the Examination committee** ensures a hassle-free and peaceful examination process by continuous alertness and proficiency

Grievance Redressal (Internal Assessment)

- All the grievances related to internal marks are resolved at the department level by the HOD.
- In case any student feels the need of a reassessment, the department heads are fully empowered to suggest the re-assessment of the total marks by the approval of faculty members.
- Any unsolved dispute at the department level is brought to the notice of the Principal. Such issues are rare in nature
- All such modifications are displayed in the department notice boards for student reference.

MECHANISM (EXTERNAL ASSESSMENT)

- The University announces the exam dates in its calendar of events on the university portal. If there are any changes, the same is notified on the University website.
- The college Exam committee regularly checks the University portal and conveys the message through SMS to students. It also announces the notification on Exam Notice boards for student's information.
- Student's names are registered and enrolled in the portal whenever it is open and asked for exam registration.
- The university issues the Hall-tickets which is conveyed to the students and stakeholders by displaying it on a notice board.
- In case of any mistake or error in hall tickets, the exam committee clarifies the issue after consulting the university helpdesk/ helpline no.
- Exam Committee is responsible for the peaceful exam process; hence institute appoints an in-house exam Squad along with University university-appointed Squad. The in-house squad assures a healthy exam environment barring malpractices.

Grievance Redressal system of External Assessment

- CCS University Meerut examination results are announced when the valuation is over and the results are uploaded to the website.
- After the announcement of results from the University, the examination committee analyzes each candidate's result, course-wise/subject-wise.
- Any discrepancy, in the result sheet, is analyzed. If the result of a student has not been declared, then the same is referred to Exam controller of CCS University Meerut.
- Also the same gets followed up by writing a letter to The Exam Controller (Evaluation), CCS University with relevant supporting documents for further process & the liaison person resolves the issues.
- For each correspondence, the University acknowledgment for the grievance complaint is maintained.
- The Follow-up of the complaint is given priority by the Exam Committee.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college played a significant role in the UGC's recommendations for reforming evaluation in higher education institutions in India. The guidelines give the tools needed to put outcome-based education into practice in Indian educational institutions. https://www.ugc.ac.in/pdfnews/4258605_Reportof-the-Committee-on-Evaluation-Reforms.pdf

In line to above the college purchased COLL POLL SOFTWARE. The CollPoll is a web and mobile-based AI-powered campus automation, digital learning and analytics platform designed to address the rising complexity, competition, and digital compliance of higher education institutions. Through this software the college, Outcome-based Education can be provided and Program Attainment can be easily computed. The students have their id and password which helps them in knowing the depth of their Program Outcome, Course outcome, course attainment and consequently the Program.

The department offering the relevant program develops the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) in strict accordance with the goals of Outcome Based Education (OBE) following extensive consultation with all faculty and stakeholders. Program Education Objectives, Program Outcomes and Course Outcomes for all programs offered by the Institute are clearly stated, displayed on the RCCV college website and communicated to teachers and students. Program outcomes are derived from the Program Education Objectives and are fine tuned to the specifics of each program. All students are apprised of the objectives and expected outcomes of their programme on admission during the compulsory Orientation programs. Students are also educated and provided with the detailed syllabus and course outcomes in each course and the assessment strategy for each course by the concerned faculty allotted to teach subject.

After reaching a consensus, the ideas are extensively disseminated and made public via the numerous channels of presentation and/or communication listed below.

- Website
- College Prospectus
- Notice Boards for Departments
- Collpoll Digital Platform
- Laboratories
- Student orientation Programs
- Gatherings of professional bodies

The HODs educate the kids about POs, PSOs, and COs while speaking to them. Teachers, mentors, course coordinators, program/ISO coordinators, and other staff members provide information to students, raise awareness of the subject, and the significance of achieving Course Outcome.

Links

Program Outcomes and Course Outcomes available on the Website

<https://www.rccvgc.com>

Program Outcomes and Course Outcomes available in the college prospectus

college prospectus

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

2.6.2 Attainment of program outcomes and course outcomes are evaluated by the institution

Course outcomes (CO) describe what students are able to demonstrate in terms of knowledge and values upon completion of a course. At the end of each course, the PO/PSO assessment is done from the CO attainment of all curriculum components.. Each course has defined set of Course outcomes (CO) and corresponding evaluation criteria called as OBE Schema The course outcomes are mapped to the PO . The Blooms Taxonomy Level is Fixed and accordingly, the mapping is done.

CO-PO & PSO mapping for all the courses in the program is prepared by the program coordinator and the same is uploaded on COLL POLL software.

Attainment of Course Outcome

OBE Schema is prepared for each course , indicating the bifurcation of Internal and External Assessment including direct and indirect methods. The process of CO assessment by direct method is based on mid examinations, semester end examinations/projects/assignment/presentationa/quiz etc. . Each question in mid/semester end/assignment/quiz is tagged to the corresponding CO and the overall attainment of that CO is based on average mark set as target for final attainment.

The indirect assessment is done through the course-end survey.

Rubrics

Rubrics are formulated for the assessment of Laboratory, Mini Project, Major Project, Seminar and Internship courses. The attainment of Course Outcomes of all courses with respect to set attainment levels are given under.

DESCRIPTION OF ATTAINMENT LEVEL		
% of CO Attainment Level	CO attainment level Grade	Description
75 % and above	3	Substantial (High)
60% - below 75%	2	Moderate (Medium)
Below 60 %	1	Slight (Low)

The attainment of each CO is computed by setting the class average mark as the target. The COs of each course are mapped to POs & PSOs with weightages of 3 (Strong), 2 (Medium) and 1 (Weak). The value obtained for CO attainment is multiplied by 1 for strong, 0.8 for medium and 0.6 for low correlation with the PO.

Assessment of Course outcomes of Lab courses

The course outcomes of a practical course should satisfy at least any one or more of the defined program outcomes. These describe what students are able to demonstrate in terms of knowledge, skills, and values upon completion of the said course. Percentage of students who score more than 80% marks in each measured criterion is taken for calculating CO attainment.

Attainment of PO and PSO.

All the courses which contribute to the PO are identified and these courses are evaluated through the Course Outcomes using direct (Internal (20% weightage) and External exam (80% weightage) and indirect (Course end survey) assessments. The overall results from the assessments of the PO are compared with the expected attainment. The PO is considered satisfied on attainment of the expected level. For each course, the level of attainment of each CO is compared with the predefined targets, and if not attained, the course coordinator takes necessary steps for improvement.

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

2.6.3

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

Response: 96.7**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
546	656	619	535	549

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
573	683	637	551	560

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.86

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
00	00	00	00	00

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:

The college has created an ecosystem for innovations, the Indian Knowledge System (IKS), including awareness about IPR, and other initiatives for the creation and transfer of knowledge/technology, and the outcomes of the same are evident.

The college is proud to get the Research Centre of CCS University Meerut and the Principal Dr Neetu Chawla has approved as a Research Guide from CCS University, which is a State University.

The Academic and Research expertise of the college continually contribute to the innovation ecosystem through breakthrough solutions and suggestions for solving critical problems and motivating the students to become researchers in the field of Science education, Teacher Education, computer application and commerce education. To become an entrepreneur, necessary training and workshops are organised by the Training and Placement department.

Research and Development

The college has well well-defined Research Policy. The faculty and students are inclined towards publication of their research papers in journal of repute and in edited books /proceedings of National and International Seminars and Conferences. Some of our UGE NET-qualified faculty have enrolled themselves in Ph.D. Programs. The PG students are encouraged to enroll themselves in various value added programs and SWAYAM courses. The students have undertaken research projects at PG level and regularly present their progress reports

Collaboration

The college has signed MOUs with Satyam College of Education, Nasscom Foundation, CARTE (Centre for Agrarian Research Training and Education), Shri Madhav College of Education and Technology, MagiC Bus India Foundation(NGO) Vardan Hospital, NK Tech Private Limited, GERA(Globus Education and Research Association), Gram Pathshala to bridge the gap between academia and Industry and provide platforms to students and faculty in order to create and transfer their knowledge.

Skill Development initiatives.

An interdisciplinary collaboration between various departments of RCCV College are working towards the development of knowledge by organizing various workshops/seminars/webinars etc on the burning themes in line of New Education Policy. With the introduction NEP Curriculum Various Skill Development Courses are offered to students apart from Value added programs since 2021. Basic Communicative English, Life Style Management, Yoga, Health & Hygiene, Development of Kitchen Garden, Development of herbal Santizers etc

Establishment of IPR cell

The college has set up an IPR Cell in order to develop awareness among Faculty and students about their IP Rights. Webinar on Awareness of IPR, Training to Create Google Scholar accounts, Synopsis Writing, Research Review Paper Writing. The faculty and students have also attended IPR-related workshops and courses organized by other organizations.

Indian Knowledge System

For the Creation, Spreading, and Transfer Of Knowledge, International seminars and webinars are organised from time to time on Hindi Sahitya, bhasha Vikas, Our teachers have published books in Hindi as well as English language.

Outreach Programs

To disseminate knowledge among the people of the society, NSS plays a significant role. The Students have initiated various activities like educating people about the importance of Environmental Sustainability, ATM and Online Banking FRAUDS, Opening Online Bank account, Development of Kitchen Garden and Herbal Sanitizer, Blood Donation camps, Voting Awareness Rally, Recycling and reuse of waste products etc.

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

3.2.2

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

Response: 72

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
36	17	11	04	04

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.16

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
09	01	04	01	02

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: 0.29

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
20	06	01	00	04

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:

Our college believes in inculcating a sense of social responsibility and humanitarian values among the students and thereby seeks to connect them to the larger community and neighbourhood, sensitizing them towards the needs of the marginalized and the underprivileged and making them aware of their responsibilities towards the society at large. The students engage in various activities undertaken by National Service Scheme (NSS) since September 2020 and different societies in the college for their holistic development. The college encourages all these activities by providing funds and necessary administrative support. In turn, students are sensitized to social issues leading to their holistic development. In turn, students are sensitized to social issues leading to their holistic development.

Various initiatives taken to sensitize students towards social issues are:

Issues related to Environment and Sustainability is taken care of in the curriculum through courses such as Environmental Science.

Gender Sensitization & Equality - Institute is proactive in sensitizing and promoting gender equality. **Women's Day, Yoga Day**, etc. are also celebrated as part of Gender sensitization programmes. The college in its outreach programmes, always gives priority to the needs of the marginalized people especially women and children from the under privileged sections of society.

Various activities undertaken to engage faculty, students and staff in the neighbourhood community are:

- **Cleanliness under Swachh Bharat Mission-** In keeping with the **Swacchh Bharat initiatives** all across the country, since 2017, students voluntarily carried out Swacchh Bharat cleanliness drives within and around the college campus.
- **Environment Sustainability**
- College is striving hard to inculcate environment consciousness among students, faculty and staff members. Multiple times, **tree plantation drive** was taken up by college in last few years. On **World Environment Day** amidst pandemic situation, online tree plantation drive was organized.
- **2nd Battalion, NDRF** under the banner of NSS conducted multiple workshops for creating awareness and preparedness for **Disaster Management**. The last programme was held on 27th September, 2019.
- **Campaigns on “No to Plastic”** has been carried out by the students in the campus.
- **Helmet Awareness Week** is conducted every year to create awareness about the importance of wearing helmet by two wheelers.
- **Health Awareness** In keeping with the Swasth Bharat initiatives, students too reached out to villagers in Dashirbad, Durgapur in 2017 as part of **Outreach Programme**.

There have been **Voluntary Blood Donation Drives**. More than 100 students and faculty donated blood during the blood donation camp. Various Nukkad Natak, Awareness Rallies

- **Promote SDGs-2 to Erase Hunger-**To feed the poor and needy people, the college has initiated Chameli Meal from June 2023 at @10 full meal

•

Learning Outcome of the students from above Extension Activities:

1. Build up involvement and fostering attitude to contribute towards societal issues and community problems.
2. Develop a sense of social responsibility and interest in environment-related issues.
3. Cater to students' holistic development.

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

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

3.4.2 Number of Awards and recognition received for extension activities

Year of award	Number of Awards
2022-23	23
2021-22	11
2020-21	2
2019-20	5
2018-19	2

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

Name of the Award/ recognition for Institution for the Institution	Name of the Awarding government/ government recognised bodies	Year of award
Rajmata Jijabai Samman (Dr. Anshu Batra)	Guru Foundation, Rohtak	2023
Dr. Bheemrao Ambedkar samaj gaurav Samman (Dr. Anshu Batra)		2023
Uttam Shikshika Samman (Dr. Anshu Batra)	Brijlok Sahitya kala sanskriti academy , Agra	2023
Kaka kalelkar mahan Hindi sevak Samman (Dr. Anshu Batra)		2023

Guru Research Excellence Award 2023 (Dr. Anchal Kumari)	Guru Foundation, Rohtak	2023
Uttam Shikshika Samman (Dr. Anchal Kumari)	Brijlok Sahitya kala sanskriti academy , Agra	2023
Munshi premchand sahitya Samman (Dr. Anchal Kumari)	Bhavna kala evam sahitya foundation	2023
Appreciation Letter to college	Cancer & Heart Care Association	2022
Woman Achiever Award (Dr. Neetu Chawla)	Environment and Social Development Association, Delhi	2022
Woman Achiever Award (MRS. SHASHI KHANNA)		2022
Woman Achiever Award DR. MAMTA SHARMA		2022
Woman Achiever Award (MRS SEEMA TEOTIA)		2022
Woman Achiever Award (DR SEEMA AGARWAL)		2022
Woman Achiever Award (DR JYOTI SINGH)		2022
Woman Achiever Award (MRS KUMKUM VATS)		2022
Woman Achiever Award (MRS PARUL PACHAURI)		2022
Woman Achiever Award (DR SHALU BHASIN)		2022
Woman Achiever Award (MRS RAKHI SHARMA)		2022
Woman Achiever Award (DR(MRS) VEENA DALANIA)		2022
Woman Achiever Award (MS. GEETANJALI)		2022
Woman Achiever Award (DR NEELAM SRIVASTAVA)		2022
Woman Achiever Award (DR NAMITA SHARMA)		2022

Self Study Report of RAM CHAMELI CHADHA VISHVAS GIRLS COLLEGE

Appreciation Letter (Dr.Neetu Chawla , Principal	VIDHYARTHI VIKAS SAMITI	2022
Appreciation Letter (Dr.Neetu Chawla) ,Principal	Pearl Acadamy	2021
Appreciation Letter	?????? ?????? ????? ??????????	2021
Appreciation Letter	?????? ?????? ????? ??????????	2021
Certificate (Harshita Singh B.Com.)	Ministry of youth affair & sports, New Delhi (Govt.Of India,Organised by Regional Directorary of NSS,Patna	2021
????????? ????	Environment and Social Development Association (ESDA) Regd. NGO	2021
Appreciation Letter	Union Bank Of India, Ghaziabad(U.P)	2021
Apperciation Letter (Dr.Neetu Chawla)	C.C.S.University, Meerut	2021
Versatile Achievers Award 2021 to Ms Navjot Kaur (Asth Prof.)Chemistry	FLC, Empowering Women (regd.)	2021
Appreciation Letter	Bhagirath Sewa Sansthan	2021
Appreciation Letter (Dr.Neetu Chawla) Principal	Army Institute of Education (AIE),Noida	2021
Apperciation Letter (Dr.Neetu Chawla)	Shri. Madhav College of Education & Technology,Hapur	2021
Appreciation Letter (Dr.Neetu Chawla) Principal	IIMT University ,Meerut	2020
Kanya Ratn samman (Appreciation Letter) (Dr.Neetu Chawla) Principal	Uday Bhumi (NGO)	2019
????????? ??? (Mrs.Pawan Anand) Member Management	Certification of participation The largest hand knitted blanket	2020
Appreciation Letter	????? ????? ?????????? ????????? ??????????	2019
Appreciation Letter	Inner wheel club Royal Ghaziabad	2019
????????? ??? (Dr.Veena Dalania),Astt.Prof.	PARYAVARAN SACHETAK SAMITI (regd.)	2019
????????? ??? (Dr. Geeta Malohtra) Secretary	Cetificate of Doctor in Philosophy in the specilized area of eductaion	2019
Appreciation Letter 27th July 2018	Utthan Samiti	2018
Appreciation Letter	Utthan Samiti	2018

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

3.4.3

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

Response: 56

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
14	14	14	06	08

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

3.5 Collaboration**3.5.1**

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

Response: 24

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College strives to meet the growing needs of the twenty-first century academic world making available adequate physical infrastructure and constantly upgrading facilities in order to provide a good teaching-learning environment. .

The College encompasses a well maintained two lush green Campuses; Main Campus - C-22, Meerut Road Industrial Area and Campus 2- A-6(II), SECTOR 22, Meerut Road, spread over 7.147 acres of land with build-up area 12153sq.mts ensuring adequate availability and optimal utilization of physical infrastructure.

Class Rooms: The College has a sufficient number of ventilated, spacious classrooms equipped to meet the latest teaching tools and furnished comfortably to meet the student requirements.

Laboratories: All the laboratories are equipped with modern, modular, and functional workspaces integrating the student needs of water, electricity, gas, and ICT needs. The laboratories are designed with safety features embedded in the infrastructure and create an excellent ambiance and atmosphere for work. The laboratories are well maintained for carrying out curriculum practicals. The college houses specialized facilities and equipment for teaching, learning and research. The research laboratories of Physics, Chemistry, Textile, Food Lab, Botany Zoology are unique with sophisticated instrumentation and computational facilities.

ICT & Computer Labs: The computer Labs have 127 latest versions of computers with high configurations. Along with 24X7 Wifi and Internet bandwidth of 100MPS. Apart from this, every department has ICT-enabled classroom with LCD projector to integrate technology in teaching with classroom practices. For better visualization, the faculty is encouraged to use the ICT facilities. The use of these facilities makes teaching-learning more effective and lively.

Auditorium cum Seminar Hall: The Auditorium cum Seminar hall has a seating capacity of more than 400 people which is used to organize workshops, seminars, and conferences

Library:

The three-storied Library with over 250000 titles and 5500 volumes and subscription to 4 databases

offers an excellent environment for academic pursuits. The Library Committee recommends the purchase of new editions, the number of volumes based on the strength of students. Printed journals and magazines are kept in the reference section. Computer and internet facility is also available in the library which is utilized by the students and staff for browsing e-journals and online databases.

CCTV cameras: CCTV cameras have been installed in the whole college for surveillance with the control panel in the Principal's office.

Games: Large playing fields support a wide variety of games like badminton etc. The Institute has appointed a full-time qualified Sports teacher (01) to train and guide students in various sports.

Yoga: Ample space is provided to practice Yoga in the College and a separate spacious hall is earmarked for this purpose. Facilities for indoor games like Chess, Carom, etc. are provided to students in Yoga and Gymnasium Hall. The college is having open gym to help the students stay fit and healthy.

Cultural Activities: The College encourages students to participate in various cultural activities like Annual Day, Fresher's Day, National Day, and cultural events in which students exhibit their talents.

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

4.1.2

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

Response: 43.59

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
135.63	24.85	106.91	93.67	80.27

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library is housed in a specified and planned building of its own and is spread over multiple floors. The library brags of a strong collection of over 25000 titles of books plus 7000 volumes in specific categories like periodicals newspapers and journals available to all students along with four Databases. It offers an excellent environment for academic pursuits to the students. The Library Committee recommends the purchase of new editions, the number of volumes based on the strength of students. In the annual meeting of the Library Committee, the Librarian presents these recommendations and finalizes the purchases. Printed journals and magazines are kept in the reference section where the students can read and take photocopies. Computer and internet facility is also available in the library which is utilized by the students and staff for browsing e-journals and online databases.

The books are classified according to David decimal classification scheme, the reader can locate a book by author title subject and call number. The library is in the process of being completely automated. The library has specific deposit area where readers can keep their personal belongings before entering into the library. The important circulation facility is available at counter area notification to draw the attention of the readers through various library and college notices. Different floors have the stack area constitutes of books on all subjects. The stack area consists of books on all subjects' reference books section different types of encyclopedias, reference book yearbooks and general books are available to the readers at reference section only. The library readers are offered an easy one to help them search each owners and other resources. The new arrival books are displayed at the new arrival Section displayed at ground floor near the circulation counter.

DETAILS OF CENTRAL LIBRARY (CAMPUS -1)

1 TOTAL NO OF VOLUMES – 20277

2 TOTAL NO. OF TITLES – 4378

3 TOTAL NO OF NEWSPAPERS – 07

- 1.Amar Ujala
- 2.Dainik Jagran
- 3.NavBharat Times
- 4.Hindustan
- 5.Hindustan Times
- 6.The Hindu
- 7.Employment News

4 TOTAL NO. OF MAGAZINES - 08

- 1.India Today
- 2.Front Line
- 3.Femina
- 4.Digit
- 5.G.k. today
- 6.Kurukshetra
- 7.Pratiyogita Darpan
- 8.Competition Success Review

5. TOTAL NO. OF JOURNALS - 02

- 1.Chemical Weekly
- 2.IETE Journals
- 3.DELNET
- 4.N-LIST

DETAILS OF CAMPUS-2 LIBRARY (B.Ed + M.Ed)

- | | |
|-------------------------|------|
| 1.Total No. Of Volumes | 4840 |
| 2.Total No. Of Titles | 1440 |
| 3.Total No. Of Journals | 04 |

- 1.NCERT Journals
- 2.NIEPA Journal (Journal Of Educational Planning & Administration)
- 3.University News
- 4.IETE (Journal Of Education)

Total No. Of Newspapers 04

- 1.Amar Ujala
- 2.Dainik Jagran
- 3.Hindustan
- 4.Hindustan Times

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Significant Improvement during the last five years: -

- LAN facility:** The entire campus is connected with LAN Messenger. D-Link switches Where 100/1000 Mbps (Gigabit Switches) are installed. As per the requirements of access point, 10/100 (Megabits) or 100/1000 (Gigabit Switches) are used.
- Computer facility:** The computer lab is well-equipped with branded PCs adequately supported by 100 Mbps leased lines and RF connections for internet connectivity. It is also equipped with a wide range of licensed system software and application software and they are well connected to the internet help students and faculty to carry out their academic and other work. Lab assistants are available to support students and faculty in their queries.
- Various departments are equipped with the latest version of computers, personal PCs, projectors, printers, etc.
- The institute has a **total of 127 computers** (116 for students and 12 for administrative purposes) with a configuration of Lenovo, HCL, HP I-3 CPU, 8/4/2/1 GB RAM. AND six Laptops.
- All the computer system is now working on is a processor with 8/4/2/1 RAM A7 LTB HDD since 2018.
- All the labs are enabled with projector & AC.
- Wi-Fi facility:** RCCV Group Wi-Fi under “ARRAV Pvt. Ltd. Ghaziabad” has been established and works in entire campus with 100 mbps speed and LAN enabled 2 IT Lab and one Communication lab.
- Microsoft Office A1 licence purchased in the year 2020 and service charges are paid on a regular basis.
- Membership of DELNET software was purchased in the year 2022
- A subscription of the NList database was purchased in the year 10-05- 2023
- Purchased 22, HP Computers- Intel -I-3 11th Generation 256GB SSD with wifi graphics-256MB, WINDOWs -11, latest version, 8GB, 4DDR.

12. Purchased 13 UPS - (one ONLINE UPS-KVP with 10 batteries, 1 2 Offline UPS)
13. 40 CCTV Installed in the year 2018 - (16 DVR)
14. LED Panels installed on campus 2 in the year 2021
15. Two LED Panel installed in campus 1 in the year 2023, 65 inches interactive touch panel, Android 11.0, 4GB RAM and 32 GB Harddisk., NR Version-5.4.125
16. The entire campus is connected with D-Link Wi-Fi devices (100 MBPS).
17. Six DELL laptops Purchased in the year 2021, model number, INS 143000, display 14 full HD, Intel -I core 3rd Generation, 15.6 1 terabyte SDD, 4GB RAM, Windows -10
18. Four Printers, one colored and three black and white purchased in the years
19. Tally software was purchased in the year 2018.

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

4.3.2

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

Response: 23.07

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

Response: 76

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

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: 32.51

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
85.40	53.85	56.05	67.07	66.72

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 19.52

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
513	210	449	233	254

File Description

Document

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

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: 11.46

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
434	281	86	87	86

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 15.15

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
206	87	46	67	34

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
546	656	619	535	549

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

5.2.2

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

Response: 2.64

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
30	12	08	05	10

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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: 12

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
07	05	00	00	00

File Description**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: 11

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
10	10	10	14	11

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:

RAM CHAMELI CHADHA VISHVAS GIRLS COLLEGE Ghaziabad has an active Alumni Association, which is in the process of getting registered under the Societies Registration Act, of 1860. (Act No. 21 of 1860). Steps are being implemented to strengthen the alumni association to play an active role in the development of the college. The Alumni Association jointly believes in creating and maintaining an association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the college.

The Alumni of the college meets during the Orientation Program and Annual Function every year. Prominent alumni facilitate the prospective students for employment generation through old teachers. Beside the alumni association of the college. Certain old departments have their own alumni set up to promote their department interest. The college is planning to organise an Alumni Meet every Year formally.

A number of our alumni have proved their merit in the respective field of their career. The college utilizes the intellectual inputs of its alumni working in their professional field to enhance the quality of curriculum and its implementation by inviting them for special lectures, seminars, guest talks etc.

CONTRIBUTION OF ALUMNI:-

1. **Book Donation:** Many Alumni donate books to the poors and needy students as and when they are asked to do so or they do it at their own will.
2. **Admission:-** Many Alumni give their recommendation to many aspirants to take admission at RCCVGC through mouth Publicity on the basis of their experiences at RCCVGC.
3. **Alumni Interaction:** Alumni of RCCVGC give inputs to aspiring student graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies & trends in their respective field, they also talk about how the gaps can be filled between theory and practice
4. **Placement & Career Guidance Assistance:** Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.
5. **Campus recruiters:** Alumni come to campus to meet their teachers and also recommend and promote RCCV to their employers for campus placements.
6. **Summer Internship Opportunities:** Internships being a part of the any curriculum; and Alumni provide innumerable opportunities to the students.
7. **Entrepreneurship Awareness:** Some of our Alumni are running their own businesses and through their journey as an entrepreneur they learned various skills & knowledge. They enlighten the students with their success stories and challenges faced.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices.

VISION OF THE COLLEGE

To become a leading Institute in producing high-quality women professionals in the fields of Art, Science, Commerce, Computer Application, and Teacher Education, for nation-building.

MISSION OF THE COLLEGE

1. To develop human potential to its fullest extent so that capable professionals emerge in a range of various professions
2. To strive for Professional Excellence with Ethical and Moral Values
3. To nurture the students with high-quality education
4. To promote Creativity, Excellence, and discipline
5. To explore Career opportunities for the students.
6. To create Social and Environmental Awareness among students
7. To develop Socially responsible professionals

GOVERNANCE AND LEADERSHIP

The Governance Body meets once in six months and interacts with industry experts, faculty, students, and corporations to understand the improvement areas and raise the level of knowledge delivery at Ram Chameli Chadha Vishvas Girls College with the assistance of faculty members and administrators of the Institute. The President and Secretary are the functionaries who take the responsibility of implementing the policy decision of the governing body with the unanimous decision of the members. The functions of the Governing body are:-

1. To respect the confidentiality of sensitive information held by the Institute.
2. To comply with detailed tendering and purchasing procedures as well as complying with prescribed levels of authority for sanctioning any expenditure.
3. Use their reasonable endeavors to attend all governing body meetings.
4. To guide and monitor the Institute while fulfilling the Vision, Mission, objectives, and Quality Policy of the Institute.
5. To Review all the college activities and recommendations of the Academic Committee and

Feedback Committee and take necessary actions from time to time.

6. To approve new courses/programs /certification programs recommended by the Principal.
7. To approve the Recruitment process for Teaching/Non-teaching in line with the policies laid down by AICTE/NCTE/UGC/State Government/University etc.
8. To Approve the annual budget of the Institute
9. To sanction the post of faculty and staff for each academic year as per the required workload.
10. Take the decision as per the recommendation of IQAC Activities and suggest for institutional growth.
11. Review the Performance Appraisal of each faculty and staff and approve the promotions and annual appraisals.

The Principal

The Principal is responsible for the overall administration and academic function of the institution in keeping with policies of the management as well as mandatory regulations of the related authorities. The Principal has the executive powers to administrate the academic, nonacademic and other functions based on the guidelines prescribed.

Administrative Head

The Administrative head has a key role to play in all academic matters to tone up the academic performance of all the departments and the overall quality and standards of the students and enriching the skills of the staff members.

Various Committees/Cells/Clubs:

For administrative convenience a number of committees/Cells/Clubs have been constituted to look into various aspects of the college administration, development, and student & staff affairs. The committee includes representation of teachers, students, and staff.

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 strategic plan for RCCV Girls College is an ambitious roadmap designed to steer the institution towards excellence, empowering young women with knowledge, skills, and opportunities. This overview outlines the successful deployment and key achievements resulting from the strategic plan's implementation.

Vision and Mission:

Our vision is to cultivate empowered and compassionate women leaders who excel in various spheres of life. Our mission is to provide a nurturing and innovative educational environment that fosters academic excellence, critical thinking, and character development.

Key Focus Areas and Objectives:

1. Academic Excellence:

Objective: Enhance curriculum to meet evolving academic standards and prepare students for future challenges.

Result: Updated curriculum with modernized content and teaching methodologies, leading to improved academic performance and student engagement.

2. Student Well-being and Inclusivity:

Objective: Foster an inclusive and supportive environment that prioritizes mental, emotional, and physical well-being.

Result: Implementation of wellness programs, workshops, and support systems, resulting in increased student satisfaction and a sense of belonging.

3. Community Engagement:

Objective: Strengthen ties with the local community to create mutually beneficial partnerships and service-learning opportunities.

Result: Successful community outreach programs, fostering a sense of social responsibility and broadening students' perspectives.

4. Technology Integration:

Objective: Integrate technology into teaching and administrative processes to enhance efficiency and prepare students for a tech-driven world.

Result: Streamlined administrative processes and a tech-savvy student body equipped with digital skills.

Resource Allocation:

Efficient allocation of financial, human, and technological resources to each focus area was achieved through careful planning and evaluation. Collaboration with stakeholders ensured optimal resource utilization for the successful execution of the strategic plan.

Monitoring and Evaluation:

Regular monitoring and evaluation of progress against set objectives were conducted. Key performance

indicators were used to assess the effectiveness of initiatives, allowing for timely adjustments and improvements.

Conclusion:

The strategic plan deployment at RCCV has catalyzed significant positive change across academic, student well-being, community engagement, and technological integration domains. The success achieved so far inspires our commitment to further enhancing our institution's capacity to empower young women and shape a brighter future for them.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

RCCV PERFORMANCE APPRAISAL SYSTEM

The Institute follows a systematic Performance Appraisal System for teaching and non-teaching staff. The appraisal of the faculty is done based on various parameters which are as follows: Regularity, Punctuality, Academic results, Student feedback, seminars/conferences/workshops, training and placement and generation of admissions, and Research paper presentation/ publication. The college evaluates non-teaching staff based on performance in technical work and administration-related activities, co-curricular, professional, and development-related activities, academic contributions, general conduct, and qualities. Regular appraisals of all employees according to their performance.

EMPLOYEES WELFARE

Employee welfare defines as “efforts to make life worth living for workmen. RCCV considers all its employees as the most valuable resource and the welfare of all staff is essential in achieving the institute’s Vision and Mission. Following are the policies available for the employee’s welfare-

1. EPF and ESI

Employees Provident Fund and Employees State Insurance are two social security schemes available for employees during their employment tenure to help them financially and to provide medical and cash benefits to them and their families.

1. Multiple leave system

Provision of Academic leave, medical leave, Casual leave, short leave for teaching and non-teaching staff.

1. Birthday Celebration of Staff Members

Provide birthday celebrations of staff members to make his/her day memorable.

1. Excursions and trips

Provision of excursion trips for the staff to give them some leisure time and to refill them with energy. Each year at the end of the academic session, the faculty excursion trip is sponsored by the management members.

1. Free Uniform

Provision of providing free uniforms to non-teaching staff.

1.25th Loyalty Award

Provision of loyalty awards for non-teaching staff who have completed his/her 25 years of service in organization.

1. Medical Assistance at the time of COVID

Cash assistance was given to non-teaching staff at the time of Covid. Medical bills of teaching and non-teaching were reimbursed.

1. Cash gifts

Cash Assistance in the form of gifts is given to teaching and non-teaching staff to support them in time of need like wedding, festivals etc.

1. Provision of distributing Woolen clothes to non-teaching staff during winter to relieve them from harsh weather.**2. Trainings to employees**

Provision to impart training like How to use ATM, how to use fire extinguishers, to inculcate lifesaving skills in employees during natural disasters, and to organize Faculty Development programs from time to time.

Provision of reimbursement of membership fee to join academic agencies to teaching staff.

File Description**Document**

Upload Additional information

[View Document](#)**6.3.2**

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

Response: 4.17

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
00	12	00	00	00

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

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: 19.07

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
62	02	36	03	00

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
62	55	53	45	37

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

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 college has a separate Finance and Accounts Section which takes care of budgeting, financial planning, accounting for all receipts and expenditures as well as getting the accounts audited both internally and externally and thereafter filing the necessary tax returns. The institution conducts internal and external financial audits regularly. The institution has a strong mechanism for conducting an internal and external audit.

Mechanism of Internal and External Audit followed by the Institute is as below:-

INTERNAL AUDIT:

Mechanism of Internal audit and settlement of objections implemented in the institutions is as follows:

1. Study of the trust deed and regulations Examine the previous financial statements Noting of provisions applicable Evaluation of Internal control system Verifications of student's fee registers Authorization of fees concessions, controls, policies Examining the statutory payments to different bodies like EPF, ESI, TDS, Income Tax Examining the Bank Passbook Examining Grants, sponsorships, deposits, payments.
2. At the end crosscheck all procedures and educating to put control for all transactions Interdepartmental stock checking reports. Internal audit is carried out twice a year.

1st Audit – in the Month of March to obtain budgets and approvals

2nd Audit – in the Month of September to review the utilization of budgets and for ratification of new items not included in the 1st Audit Budget.

1. If any observation/objections are reported in the audit report submitted by the external auditors, such issues are investigated by the Institute's oversight committee consisting of the Department of

Accounting, the Internal Auditor, the Department Head concerned, and any other member nominated by the Director. The audit team also checks stock reports and conducts Library audits, Institute Works, Department audit, and carries out analyses of the entire Institute's Income and Expenditures.

EXTERNAL AUDIT:

1. Mechanism and settlement of objections of External Audit:
2. The auditors verify all financial transactions with the supporting documents and the approvals given to the same by Competent Authority.
3. The financial transactions are accounted in Tally ERP by the Institute.
4. The audit is conducted in accordance with the Auditing standards generally accepted in India.
5. They plan and follow laid down procedures to obtain reasonable assurance about whether the financial statements are free from any material misstatements or nothing has been ignored.
6. Auditors also examined on a test basis evidence, supporting the amounts and disclosure in the financial statements.
7. It also includes assessing the accounting principles used and Management's estimates and evaluation of overall financial statements presentation.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC)

IQAC operates in accordance with the rules that are periodically issued by the State Government, NAAC, and UGC. The Institute intends to maintain a close watch on IQAC's functioning. The assessment of assurance of quality and enhancement in every academic endeavor is done by the committee. RCCV IQAC was constituted in the year 2019. Since then at least two meetings have been held every year 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

VISION BY IQAC

To institutionalize and internalize all quality-enhancing and sustaining actions undertaken with support from both internal and external sources in order to establish quality culture as the primary focus of higher education institutions.

OBJECTIVES

The IQAC's main objective is

1. To create a system for encouraging deliberate, consistent, and catalytic action plans to raise the institution's performance in both academics and administration.
2. To encourage the internalization of quality culture and the institutionalization of best practices, which will increase and sustain institutional quality.
3. **To institutionalize the quality assurance strategies and processes.**
4. **To review the teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals and record the incremental improvement in various activities**

FUNCTIONS

1. Establishing and using quality standards.
2. Establishing guidelines for the institution's numerous academic and administrative activities.
3. Promoting faculty development to embrace the necessary knowledge and technology for interactive teaching and learning processes, as well as the facilitation of the construction of a learner-centric environment supportive of quality education.
4. Gathering and evaluation of all stakeholder comments on institutional processes that affect quality.
5. Dissemination of data on various quality metrics to all stakeholders
6. Organizing workshops and seminars on quality-related topics both inside and between institutions, and promoting quality
7. Documentation of many initiatives and programs that promote excellence
8. Serving as the institution's nodal organization for coordinating actions linked to quality, such as the adoption and dissemination of the best
9. Create and maintain institutional databases with the goal of preserving and improving institutional records.
10. Academic and administrative audits are routinely conducted, and they are followed up on; and
11. Preparation and submission of the Annual Quality Assurance Report (AQAR) in accordance with NAAC's requirements and specifications.

IQAC WILL FACILITATE/CONTRIBUTE in

1. Ensuring the institution's journey towards quality improvement is unambiguous and laser-focused.
2. Ensuring that quality culture is internalized.
3. Ensuring improvement and coordination between the institution's many units and activities, and institutionalizing all positive practices
4. Offering a reliable foundation for decision-making to enhance institutional serving as an adaptive

system for HEI quality changes; and
5. Establishing a reliable system for internal communication and recordkeeping.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

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:

The institution has undertaken comprehensive measures for the promotion of gender equity, gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus

1. In order to promote Women's empowerment and gender equality, policies of the RCCVGC are framed to enable specific achievement with the action from all the areas. The pioneering nature of this commitment was laid down by Late. K .L Chadha Ji , Founder of the institute, whose vision was **to promote and support Women's Education, Women Empowerment, Safety and Security and due recognition for achievement in the 21st century..**
2. The Institute has formed a Sexual Harassment and Grievance Committee to review the existing provisions of the constitution and other laws affecting women and their rights to suggest remedial legislative measures.
3. The Proctorial Board is constituted to manage the discipline of Faculty Members, Staff, and Students.
4. The campus is safeguarded by the Security Services. The campus is under CCTV camera surveillance.
5. Awareness Campaigns are conducted on gender sensitivity through street plays (Nukkad Natak) and Rallies, Installation of a Sanitary Pad Vending Machine, Workshop by the NGO "We CARE" regarding women's health and hygiene issues.
6. Common Rooms: To facilitate gender equity and inclusivity, our college has also taken measures to enhance facilities for women on campus. This includes the establishment of safe and accessible spaces, like a common room, for students to relax and study play and enjoy motivational movies and documentaries. These improvements not only promote gender equity but also send a clear message that the college is committed to providing a welcoming environment for all.
7. Few worth noting efforts made to empower girls: in collaboration with the U.P. govt under the Mission Shakti initiative.
8. To empower our girls in all spheres and inform decision makers various webinars; on women's safety, self-defense, cyber crime, menstrual health and hygiene, e-banking, electoral literacy etc., and awareness campaigns on gender-related topics are regularly organized, ensuring that students and faculty engage in meaningful discussions and gain insights into it.
9. In terms of co-curricular activities, the college has actively promoted gender diversity in sports teams. Leadership positions within these groups are equally accessible to all students, and efforts are made to ensure that women are well-represented. This has not only created a more inclusive environment but has also allowed female students to excel in leadership roles and set examples

for their peers.

10. As a result of these efforts, the college has witnessed a positive change in the campus culture. Female students now feel more empowered to express themselves, participate in leadership roles, and pursue academic and career goals without constraints.
11. One of the most notable achievements is the integration of gender equity and sensitization into our curricular and co-curricular activities.

In conclusion, the last five years have seen a remarkable transformation in our girls' college, with a strong commitment to promoting gender equity and sensitization. These initiatives have not only empowered our female students but have also fostered a culture of respect and equity that benefits everyone in the college community.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

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: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

Ram Chameli Chadha Vishvas Girls College Ghaziabad is proactively taking efforts to provide an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy and set communal harmony. The institute has conducted lectures in the nearby areas to increase their environmental and ethical awareness. The extension activities are targeted towards enabling a holistic environment for student development. The Institute has always been at the forefront of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation.

The institution has been making several efforts and initiatives to provide an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. By celebrating many National and International Days, Events, and Festivals the institution aims to bring tolerance and harmony among the students staff, and other stakeholders.

The diversity in India is unique. Being a large country with large population. India presents endless varieties of physical features and cultural patterns. The institute celebrates cultural and regional festivals like national days, Constitution Day, etc. to teach tolerance and harmony to the students. The Gender Equality Policy focuses on equal access, opportunities, and rights for women and men. Policy for the Differently abled ensures that every single member of the department is aware of the care to be shown to the differently abled people. By providing a barrier-free environment, needed facilities, and human and technological assistance, the institute makes continuous efforts to make the differently-abled feel included in every part of the activity of the college. The institution has revised the curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics.

Ram Chameli Chadha Vishvas Girls College upholds the highest ethical values, integrity and professionalism by fostering an inclusive environment, where the RCCVians embrace the cultural values

and show respect to tolerance, harmony, and belongingness towards regional, linguistic and communal socio-economic diversities. The institution is highly committed to promoting inclusiveness by our students and faculty members.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE -1

Title of the practice: Empowering *HER* Future: SCHOLARSHIP FOR GIRLS

Objective/ intended Outcome of the practice:

RCCVGC has been committed to making quality education accessible to underprivileged girls, since 1994. Our dedication to providing scholarships aligns with our mission that no deserving student is denied access to education due to financial constraints. The objective is to break the cycle of inaccessible quality education for girls. The outcomes include: empowerment, improved economic opportunities, and reduced child marriage rates. The underlying principles revolve around social justice, gender equity, and human rights, fostering a more inclusive society. By investing in the education of underprivileged girls, we promote their potential, amplify their voices, and contribute to a brighter, more equitable future for all, ultimately benefiting communities and nations at large.

The Context

With our aim to cover partial tuition fees for any underprivileged girl who wants access to education, we do face multiple challenging issues. Firstly, curating customized scholarship programs on case by case basis, providing one one-on-one mentorship to students seeking scholarships to ensure their needs are being met. Lastly, sustainable internal funding is an essential component of our scholarship programs. The key feature to sustainable execution of this program is open and constant communication between the administration, admissions team and management.

Moreover, spreading the word to the right audience in multiple communities that we provide scholarships for underprivileged girls, is a challenge.

The Practice

We provide multiple kinds of scholarship within the institution

1. **Open Admission Policy:** One of the most outstanding practices of the college is its policy of covering partial tuition fees for any girl who walks in during admission and cannot afford it. This practice immediately eliminates a significant barrier to education, allowing any girl with the desire to learn to access the college's resources. The limitation however is trust, getting the right documents of proof to further support the student and customizing individualized scholarships on per student basis.
2. **Philanthropist initiative to support meritorious students:** The college's provision of scholarships at institutional levels based on merit is an exemplary approach. Eligibility criteria for this typically include high grades, demonstrating exceptional talent and skills and showcasing leadership qualities. In last 5 years, cash amount to various meritorious scholars is rs. One lac forty-six thousand eight hundred.

Evidence of Success:

Our financials show how we have successfully given scholarships of approximately Rs 40,00,000 from internal funds to thousands of girls over the last 5 years. We also have some success stories of these girls being placed at companies like Tata Motors, GPP company, and NK Tech, and also have helped our first-generation learners to get enrolled for higher education at very low fee like UPGRAD Online course.

Problems Encountered and resources required

Firstly, curating customized scholarship programs on a case-by-case basis.

Providing on one mentorship to students seeking scholarships is immensely time-consuming. Moreover, the process of gathering proof of the family's financials and addressing cultural barriers is a big challenge. We need to constantly follow up with students to provide financial documents, below the poverty line/ low-income certificates for the scholarship. On numerous occasions, we have to address student families that do not believe in educating women in the family and convince them why quality education is important for them.

BEST PRACTICE -2

Title of practice: Distinguished Staff Progeny Education Initiative

Objective of the practice

RCCVGC being the dedicated institution for education, committed to provide quality education to the students. In light of its mission towards educating society, a special drive is executed to support the non-teaching staff members of the institute, to make the education accessible to the wards of the non-teaching staff-members, institute is vigilantly involved in supporting all such cases financially, to provide the children with better education with a thought to invest in our future and a chance to prove their talent.

Institute assists students to cover tuition fees and living costs continuously by bearing the educational expenses of the wards of non-teaching employees.

Context

- With a motto to uplift and provide better educational opportunity to the wards of non-teaching staff, the college has initiated financial grants to such children.
- The key feature of this facility is to provide financial help to the dedicated and loyal non-teaching staff by uplifting the society and thinning the boundary between privileged and underprivileged students in the field of education.
- The support of the college inculcates a good employee-employer relationship and creates sense of security & belongingness among the employees creating an environment where employees can focus on their roles with the assurance that their children's education is taken care of.
- However, a challenge we face is unprofessional involvement of the staff in terms of their expectations.

The Practice

- 1) School Tuition Fee submission Policy- Institute every year spends a huge amount in directly paying the school tuition fee of the wards of the non-teaching staff. This practice increases the education rate of all such families parallel to this the children being placed securely uplifts their family financial status also.
- 2) Offering admission to all interested female wards- Institute offers admission to the female wards of the non-teaching staff along with the 50% concession in the college tuition fee.

Evidence of Success

The institute finances show that the organization has provided financial support by funding the school tuition fee of the non-teaching staff children. These funds have helped them to get access to quality education, and excelling in different professions. They have brought laurels to the family and have been placed securely thereby uplifting their family status.

Problems Encountered and Resources Required

The communication between the non-teaching staff members should always be open, which is sometimes lagging. The documents should be produced timely and a constant counselling is required to make non-teaching staff members aware of the importance of educating.

Secondly, the low educational status families prefer early marriage of the girl child rather than providing them higher education and have low interest in making them self-independent financially.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

EMPOWERING COMMUNITY: RCCV MULTI-FACET SOCIAL INITIATIVES

Ram Chameli Chadha Vishvas Girls College, Ghaziabad was established in the year 1994 by the late Shri Rishi K.L. Chadha in memory of his wife and with the blessings, guidance, and inspiration of Swami Vishvasji. He was a philanthropist committed to the cause of women's education and had an urge to serve the city of Ghaziabad. The college is guided by the Vishvas Education Board, a philanthropic and spiritual organization founded by his holiness Swami Vishvasji.

The story of Ram Chameli Chadha Vishvas Girls College is not just one of academic excellence but also of profound social and community contributions. The college's distinctive priority has always been to uplift society, especially by providing opportunities and support to underprivileged women in the community. From its humble beginnings in 1994 to the present day, the college's journey has been marked by a deep commitment to social welfare and community enrichment.

FOUNDING PRINCIPLES AND COMMITMENT TO SOCIAL UPLIFTMENT:

The college's journey began with a noble vision. Founded in 1994 by Bauji, its mission was clear from the outset - the upliftment of society, particularly through the education and empowerment of underprivileged girls. Bauji's extraordinary act of donating his land in the heart of Ghaziabad to establish a charitable college set the stage for an institution deeply rooted in social and community contributions.

EDUCATIONAL EMPOWERMENT:

RCCVGC was the first institution in the Ghaziabad region to introduce science courses for girls in the community. This bold move challenged traditional gender norms and opened up new opportunities for female students in the field of science.

CHAMELI MEAL PROGRAM:

One of the Nobel initiatives undertaken by the college in 2023 was the "Chameli Meal" program. This program is a testament to the college's commitment to addressing the pressing issue of hunger. Over the last four months, the college has distributed over **30,000 meals** to underprivileged individuals. The

provision of daily meals from 11 a.m.-1pm outside the campus ensures that basic nutritional needs are met, contributing to the overall well-being of the community.

FLOOD RELIEF DRIVES:

The college has not confined its contributions to the local community within the walls of the campus. The institution has actively engaged in flood relief drives, where the staff members have gone above and beyond to provide meals to flood victims. This swift response in times of crisis reflects the college's readiness to support the community in times of need.

SUPPORT TO GAUSHALA, KHAKRAN, MANAV SEVA SANSTHA, ROTARY AND OTHER CHARITABLE CAUSES

The college's commitment to social and community contributions extends beyond education and hunger. Over the past five years, the institution has made significant donations exceeding **INR 20, 00,000 to Gaushalas, religious and nonreligious causes, and various NGOs**. These contributions have played a crucial role in benefiting the community.

COVID RELIEF EFFORTS

The college donated food, medicines, beds to hospitals and other resources of **over INR 10,00,000 to COVID victims**. When people were not leaving their homes and the underprivileged were starving, our team masked up and went home to home supporting the community.

FINANCIAL SUPPORT FOR WEDDINGS:

The provision of monetary support for staff weddings and their daughters is an admirable practice that the college follows. This support not only fosters a sense of belonging among employees but also ensures that they have the means to celebrate important life events without financial constraints.

OLD AGE HOME FOUNDATION:

The establishment of an old age home foundation by the college's founder is a significant milestone in its social contributions. This initiative reflects the deep concern for the elderly and their well-being. The old age home will serve as a place of care, comfort, and dignity for the elderly, adding to the college's portfolio of impactful community projects.

STUDENT-LED INITIATIVES:

The college not only leads by example but also empowers its students to actively engage in community service. Student-led initiatives include voting drives in slums to **promote civic participation, helmet and road safety drives** around the college area to enhance safety, and the annual distribution of blankets and clothes during winter, which provides warmth to the less fortunate. The college's students also conduct awareness sessions to promote education among the underprivileged.

EMPOWERING *HER* FUTURE: SCHOLARSHIP FOR GIRLS

RCCVGC is committed to making quality education accessible to underprivileged girls, since 1994. **Our**

dedication to providing scholarships aligns with our mission that no deserving student is denied access to education due to financial constraints. The outcomes include: empowerment, improved economic opportunities, and reduced child marriage rates. The underlying principles revolve around social justice, gender equity, and human rights, fostering a more inclusive society. By investing in the education of underprivileged girls, we promote their potential, amplify their voices, and contribute to a brighter, more equitable future for all, ultimately benefiting communities and nations at large. A fee Scholarship of **INR 40,00,000** has been provided to students for the last five years.

DISTINGUISHED STAFF PROGENY EDUCATION INITIATIVE

RCCVGC is committed to provide quality education to the students. In light of its mission towards educating society, a special drive is executed, to make the education accessible to the wards of the non-teaching staff-members, institute is vigilantly involved in supporting all such cases financially, to provide the children with better education with a thought to invest in our future and a chance to prove their talent. Institute assists students to cover tuition fees and living costs continuously by bearing the educational expenses of the wards of non-teaching. The expenses borne by the college for the Education of wards of non-teaching staff is around **INR 215335 for last five years.**

FREE ACCOMMODATION TO NON-TEACHING STAFF

More than 10 Non-teaching staff members are provided free accommodation on the campus with electricity.

In conclusion, the college's performance in social and community contributions is nothing short of exceptional. From its founding principles to its ongoing programs and initiatives, the college has consistently demonstrated its unwavering commitment to uplift the underprivileged, provide for basic needs, promote education, and foster community well-being.

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

5. CONCLUSION

Additional Information :

Additional Information :

Striving for excellence can never be an accidental and spontaneous phenomenon. It has to be engendered in the basic personality framework where it lives as a firm habit. We at RCCV Girls college are alive to these basics and this is reflected in our major thrust areas which are to create an environment for best education, value-based learning on human dynamics, interactivity, and optimization of time as the exhaustible resources. RCCV Girls college strives for the service to the industry and society by providing value-based students. It is our constant endeavour to improve and enhance our policies, practices, and processes to provide a learning environment conducive to holistic development to create an evolved sensitive and sensitized citizens of our country.

Concluding Remarks :

This girls' college demonstrates a commitment to provide a high-quality education and support services to its students. It excels in curriculum development, teaching methodologies, and research engagement. The presence of modern infrastructure and a focus on innovation and best practices showcase its dedication to excellence. However, ongoing efforts are needed to maintain and improve these standards. Overall, the college has the potential to produce Leaders for Tomorrow which can be the asset for the growth of country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :14</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>393</td> <td>463</td> <td>200</td> <td>100</td> <td>525</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>304</td> <td>305</td> <td>00</td> <td>100</td> <td>270</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	393	463	200	100	525	2022-23	2021-22	2020-21	2019-20	2018-19	304	305	00	100	270
2022-23	2021-22	2020-21	2019-20	2018-19																	
393	463	200	100	525																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
304	305	00	100	270																	
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>852</td> <td>667</td> <td>600</td> <td>749</td> <td>702</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>809</td> <td>636</td> <td>573</td> <td>728</td> <td>669</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	852	667	600	749	702	2022-23	2021-22	2020-21	2019-20	2018-19	809	636	573	728	669
2022-23	2021-22	2020-21	2019-20	2018-19																	
852	667	600	749	702																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
809	636	573	728	669																	

2022-23	2021-22	2020-21	2019-20	2018-19
1235	1065	925	925	925

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1235	1065	925	925	925

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
389	297	249	324	304

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
363	266	231	310	276

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
750	615	533	483	493

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
618	533	463	463	463

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

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

573	656	619	535	549
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
546	656	619	535	549

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
573	688	637	551	560

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
573	683	637	551	560

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	15	22	04	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	17	11	04	04

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

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

07	15	01	07	08
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	01	04	01	02

Remark : As per clarification received from HEI, and Publication in the UGC CARE with ISSN will only be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	24	09	01	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	06	01	00	04

Remark : As per clarification received from HEI, DVV input is recommended.

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.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	11	02	05	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	06	08

Remark : As per clarification received from HEI, DVV input is recommended.

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary

during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
136.38	442.06	115.41	101.01	912.76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
135.63	24.85	106.91	93.67	80.27

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification : 116

Answer after DVV Verification: 76

Remark : As per clarification received from HEI, DVV input is recommended.

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)*

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
108.98	63.35	79.27	101.49	124.52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85.40	53.85	56.05	67.07	66.72

Remark : As per clarification received from HEI, DVV input is recommended.

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*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
513	213	454	233	251

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
513	210	449	233	254

Remark : As per clarification received from HEI, DVV input is recommended.

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*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
229	87	48	66	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
206	87	46	67	34

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
573	690	642	560	559

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
546	656	619	535	549

Remark : As per clarification received from HEI, DVV input is recommended.

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

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.)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	16	10	04	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	12	08	05	10

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	05	00	00	00

Remark : As per clarification received from HEI, DVV input is recommended.

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)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	07	12	12	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	14	11

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	50	37	03	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	02	36	03	00

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	50	49	38	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	55	53	45	37

Remark : As per clarification received from HEI, DVV input is recommended.

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.**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

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**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1758</td> <td>1737</td> <td>1749</td> <td>1698</td> <td>1671</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1753</td> <td>1709</td> <td>1745</td> <td>1687</td> <td>1606</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1758	1737	1749	1698	1671	2022-23	2021-22	2020-21	2019-20	2018-19	1753	1709	1745	1687	1606
2022-23	2021-22	2020-21	2019-20	2018-19																	
1758	1737	1749	1698	1671																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1753	1709	1745	1687	1606																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 113</p> <p>Answer after DVV Verification : 107</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>61</td> <td>55</td> <td>55</td> <td>47</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	75	61	55	55	47										
2022-23	2021-22	2020-21	2019-20	2018-19																	
75	61	55	55	47																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	61	55	53	47

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
364.69	602.77	281.27	285.04	1112.59

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
289.09	123.64	206.32	211.69	181.66