

Institutional preparedness for NEP**1. Multidisciplinary/interdisciplinary:**

As per the NEP guidelines, curriculum structure has been designed incorporating multidisciplinary education, optimal learning environment and learner centric approach. To this effect, wider consultations were held through a number of workshops and conferences to create awareness and sensitization about NEP-2020 implementation. A detailed strategic plan for NEP implementation has been chalked out and phase wise implementation has resulted in to multidisciplinary ecosystem. All UG and PG programmes have been restructured for multidisciplinary options and the Curriculum have been revised to incorporate outcome-based Program Objectives (POs), Program Specific Objectives (PSOs) and Curriculum Objectives (COs). All Undergraduate programs are restructured with modified LOCF and internship. Experiential learning has been enhanced up to 50% in education and physical education, 40% in professional, 34% in sciences and 23% in Social Science & Arts in degree programmes. Open electives are offered in all PG Programs from Departments for the students of other departments with a view to impart quality 21st century skills to students. Extra-Curricular activities including NSS, NCC, Yoga, sports, cultural activities, music and performing arts are brought into Curriculum. The University offers credits for extension activities. University has also developed a startup ecosystem by integrating the Incubation Centre, Skill development cell, TEC, Innovation council under R&D Cell. Centre of excellence in Multidisciplinary settings are designed and are being established. AECs, SECs and value-added courses for UG programs including ancient Indian knowledge, Physics from Vaisheshika, History of Indian Mathematics, Bhagvat Gita and Rsa Vidya etc. are offered. University Restructured its Ph. D. Regulations in Aligning with NEP-2020 and Making Ph.D. Programs Interdisciplinary and Flexible. Teaching learning process is transformed in blended mode with emphasis on opting for online MOOC, NPTEL courses up to 40%. The University understands that today the focus is on addressing a problem of social, economic, business, climate, or industrial relevance and the challenge is to assimilate knowledge and skill sets from different domains of

	<p>knowledge to provide an interdisciplinary or transdisciplinary solution. The University has mandated that it will itself fund several research projects that were interdisciplinary in character. Such admixtures of domain knowledge will draw upon humanities, social science, natural and applied science, management science as well as computer science, engineering, education, information technology etc, in a big way. The University has allowed entry of individuals from different backgrounds in its programs once they have completed certain bridge courses/remedial classes and are deemed eligible for the courses.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The National Education Policy (NEP) 2020 and the Academic Bank of Credits (ABC) share the objective of transforming higher education in India. NEP 2020 aims to bring comprehensive reforms, emphasizing multidisciplinary learning, skill development, and flexibility in curricula. ABC is a credit storing and transferring system that allows students to accumulate and transfer credits earned from different institutions/platforms, enabling interdisciplinary learning and multiple entry-exit points. NEP 2020 acknowledges the importance of such credit-based systems and the integration of ABC aligns with its vision of promoting lifelong learning and digital education. Together, NEP 2020 and ABC offer a promising approach to modernizing higher education, empowering students, and fostering a dynamic learning environment. It is a student-centric platform that facilitates seamless curriculum framework flexibility and encourages interdisciplinary or multidisciplinary academic mobility among Higher Education Institutions (HEIs). With an efficient credit transfer mechanism, it empowers students to design their learning path, achieve degrees, diplomas, or postgraduate qualifications through multiple entry-exit points, and embrace anytime, anywhere, and any-level learning. The University's commitment to fostering academic flexibility and student-centric learning opportunities is evident through its adoption of the Academic Bank of Credits (ABC) concept. Since the Academic Year 2021-22, Guru Ghasidas Vishwavidyalaya, Bilaspur, has effectively implemented ABC, making ABC registration mandatory for getting enrolled in the University. The University has proactively encouraged registration</p>

	<p>through various means, including notifications, emails, and ABC posters, resulting in 100% student registration on ABC portal. 4 years degree programmes curriculum Framework has been designed covering all dimensions of education. The Sports, NCC, NSS, Yoga are made the integral part of programmes. Ability Enhancement Courses (AEC) are offered by different Schools for all the students of GGV providing flexibility. Skill Enhancement Courses (SEC) have been incorporated including AI/ML to increase the skill and innovation. Compulsory internships/seminars and other forms of experiential learning methods are included in all programs. Multiple Entry-Exit Options (at Level 5, Level 6 and Level 7) are provided with credit transfer from MOOC, NPTEL and ABC Several Value Added Courses (VAC) have been started to supplement students' interest beyond curriculum. UGC regulation for ABC and multiple entry / exit systems are adopted and Necessary restructuring of relevant ordinances has been done for credit transfer under ABC, Course registration, etc. University got registered in ABC and all students were made aware and motivated to get registered on ABC portal, examination forms are also redesigned to accommodate ABC registration id. Necessary statutory provisions for the implementations have been incorporated. MOOCs and Mass Media labs have been developed, with plans to expand the range of courses on SWAYAM platform. The University's proactive approach and commitment to enhancing the learning experience through the ABC demonstrate its dedication to providing students with greater flexibility and opportunities for a well-rounded education.</p>
3. Skill development:	<p>The National Education Policy (NEP) 2020 places significant emphasis on skill development as a core aspect of its comprehensive reforms. The policy envisions equipping students with practical skills and competencies that are essential for thriving in the modern world. By focusing on skill development, NEP 2020 aims to create a workforce that is well-prepared to tackle the challenges of the 21st century and contribute effectively to the nation's development. In alignment with the vision of AtmaNirbhar Bharat, India seeks to become a global manufacturing hub and achieve a USD 5 trillion</p>

economy. To realize this goal, sustained double-digit growth in the manufacturing sector is crucial. This necessitates manufacturing companies to be an integral part of global supply chains, possess core competencies, and embrace cutting-edge technology. The University, in line with the spirit of the New Education Policy, has undertaken the Swavalambi Chhattisgarh (Self-Reliant Chhattisgarh) Program through a collaborative approach involving all stakeholders. This initiative seeks to provide earning opportunities to students right from their entry into the University, facilitating real-life experiences, and offering skill and capacity-building opportunities. The University's dedication to skill development is evident through its major and successful initiatives, designed to empower students with practical knowledge and hands-on experience. Few of such initiative involve the production of various valuable products, including vermi-compost, NADEP-compost, azolla, mushroom, handmade soap, chawanprash, herbal tea, and vermi-wash. These activities not only provide students with valuable insights into sustainable practices but also foster an entrepreneurial spirit as they learn to create marketable products. Additionally, the University encourages students to explore traditional practices and art forms, such as lac culture, fish culture, wooden art, and rajwar art. To further enhance skill development opportunities, the University has taken proactive steps by introducing six new skill-based programs under self-finance mode. These programs offer specialized training and education tailored to meet the demands of the job market. By aligning the curriculum with industry needs, the University ensures that its graduates are well-equipped to pursue diverse and rewarding career pathways. University has also introduced a comprehensive range of new Ability Enhancement Courses (AECs) and Skill Enhancement Courses (SECs) for undergraduate programs. These courses cover a wide spectrum of disciplines and areas, ranging from technical skills to soft skills, nurturing a holistic skills in students. Through these skill development initiatives, the University not only equips its students with practical expertise but also fosters an environment of experiential learning and innovation. By providing opportunities for hands-on application of knowledge, students gain a deeper understanding of theoretical

	<p>concepts and are better prepared for real-world scenarios. Overall, the University's commitment to skill development is commendable, as it strives to produce graduates who are not only academically competent but also skilled, adaptable, and ready to contribute positively to society. By embracing a proactive approach to skill development and continuous improvement, the University sets a precedent for other institutions, showcasing the transformative impact of integrating practical learning experiences into the educational journey of its students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The National Education Policy (NEP- 2020) recognizes India's traditional knowledge's richness and diversity, aiming to preserve and promote it at all education levels. It seeks to revitalize various aspects of Indian knowledge fostering a deeper understanding of India's cultural roots and contributions. The policy encourages incorporating local and indigenous knowledge in teaching, promoting a holistic and inclusive approach to education. NEP 2020 advocates for institutions and centers focused on traditional Indian knowledge, serving as repositories and promoting research. By integrating Indian knowledge systems into the education system, NEP 2020 aims to instill a sense of pride and appreciation for India's cultural heritage among learners. This integration also serves as a means to promote innovation, creativity, and critical thinking, drawing inspiration from traditional knowledge to address contemporary challenges. The University has taken significant strides towards enhancing the undergraduate programs by introducing several value-added courses from ancient Indian knowledge. These innovative courses, such as Physics from Vaisheshika, History of Indian Mathematics, Bhagavad Gita, and Rasa Vidya, serve to revive and integrate traditional Indian wisdom into the contemporary education system. To foster holistic personality development among students, the University encourages participation in a diverse range of activities. Integrating the Indian knowledge system into the curriculum is a pivotal aspect of the University's vision. Each course in the degree program includes subject-specific Indian values, culture, history, and origins, ensuring that learners gain a deep appreciation of their cultural heritage. With the objective of fostering a sense of</p>

	<p>nationalistic fervor, the University aims to instill "Bharat Bodh" in every learner through ancient Indian knowledge. This approach fosters a deep-rooted pride in Indian culture and traditions, creating socially responsible and patriotic citizens. The program envisions "Man making Nation Building" by nurturing learners in an ecosystem which is Bharatiya in nature, i.e. rooted in Indian values and equipped with skills relevant to the 21st century. Successful entrepreneurs, industrialists, academic leaders, and an appropriate ecosystem play crucial roles in the success of this scheme. University has undertaken serious deliberations in collaboration with IKS division of Ministry of Education In the form of IKS workshop in which IKS proposals submitted from the University were discussed and improvised in order to get funding for IKS initiatives. Through this process IKS projects have been implemented in the University. proposal for IKS center for Santhali Language promotion is under consideration. University has also introduced a compulsory course on Charitra Nirman evam Vyaktitva Vikas based on Panchkoshiya Avadharana derived from taittiriya upanishad. All faculty members have been trained to inculcate these elements through practice before teaching them to the learners. In conclusion, the University's commitment to integrating ancient Indian knowledge, promoting holistic personality development, and fostering self-reliance aligns with the spirit of the National Education Policy (NEP) 2020. These endeavors aim to produce well-rounded individuals who are proud of their cultural heritage, equipped with relevant skills, and poised to contribute to the nation's growth and development.</p>
5. Focus on Outcome based education (OBE):	<p>The National Education Policy (NEP) 2020 is a transformative reform in India's education system, centered around outcome-based education (OBE). OBE shifts the focus from rote learning to a student-centric approach, emphasizing clear and measurable learning outcomes at all educational levels. This learner-driven approach promotes continuous evaluation and fosters 21st-century skills like critical thinking and problem-solving. The University has adopted Outcome-Based Education (OBE) as a fundamental approach to curriculum design, teaching methodologies and innovative assessment. To implement OBE successfully, the University has</p>

undertaken a comprehensive redesign of the curriculum. Graduate attributes have been defined and accordingly learning outcomes have been framed. Accordingly, the program outcomes and course outcomes are designed. By defining clear learning outcomes, the curriculum becomes more focused and aligned with the desired educational objectives. Program outcomes and course outcomes are mapped. accordingly the courses are unitized and the question papers are designed to evaluate the attainment of various outcomes and attributes. Extensive and comprehensive training programs have been meticulously designed to equip teachers with the necessary knowledge and skills to effectively align their courses with the identified learning outcomes. These training programs go beyond traditional pedagogical approaches, delving into the core principles of OBE and its application in the classroom. Educators are introduced to various instructional strategies and assessment techniques that facilitate the achievement of specific learning outcomes. Faculty members are encouraged to incorporate real-world applications, case studies, and problem-solving exercises into their teaching, providing students with opportunities to apply their knowledge in authentic contexts. Moreover, the training equips educators with tools to promote active learning and collaboration among students. They learn how to facilitate group discussions, debates, and project-based activities that encourage students to take ownership of their learning journey. This learner-centered approach nurtures a sense of responsibility and curiosity, driving students to explore topics in-depth and develop a deeper understanding of the subject matter. In tandem with the OBE framework, the University has reevaluated its assessment practices to align them with the intended learning outcomes. Faculty members are encouraged to design assessments that directly measure students' achievement of the desired competencies. This shift in assessment practices promotes a more holistic evaluation of learners' progress, moving away from rote memorization to a focus on practical application and critical thinking. The link between assessments and learning outcomes also enables educators to provide timely and constructive feedback to students. This feedback serves as a valuable tool for both students and teachers, facilitating a deeper

	<p>understanding of strengths and areas for improvement. Consequently, students are better equipped to monitor their own progress and make informed decisions about their learning strategies. Through the successful implementation of Outcome-Based Education, the University not only enhances the overall quality of education but also ensures that its graduates are well-prepared to excel in their chosen careers and contribute meaningfully to society. This learner-centered approach reflects the University's commitment to providing a transformative educational experience that prepares students for the complexities of the modern world and fosters lifelong learning and personal growth.</p>
<p>6. Distance education/online education:</p>	<p>The University has wholeheartedly embraced online education as a transformative tool to enhance learning experiences for its students. Through platforms like Google Classroom, the institution has seamlessly transitioned to a digital environment, creating a dynamic and interactive virtual classroom. To enrich the online learning process high-quality video contents are being developed. These instructional videos cater to various subjects and topics, making complex concepts more accessible to students. The integration of multimedia elements further enhances the effectiveness of virtual learning. In recognition of the crucial role of technology in online education, the University has made substantial improvements to its support infrastructure. Robust Wi-Fi connectivity ensures uninterrupted access to online resources, enabling students to participate in virtual classes and engage in independent research without connectivity hurdles. The University's commitment to facilitating extensive digital resources is evident through its digital library. Students can access a vast array of e-books, research papers, journals, and other online academic materials, fostering self-directed learning and exploration beyond the traditional classroom. Moreover, the University has embraced the concept of virtual resource sharing and study groups. Through collaborative online platforms, students can share study materials, collaborate on group assignments, and engage in productive discussions, breaking the barriers of physical proximity and creating a vibrant online learning community. A core focus of the University's approach to online education is to enable</p>

digital competence among students. Students are encouraged to explore digital tools, analyze information critically, and develop a discerning approach towards online resources. The university has embraced technology-based education platforms like DIKSHA, SWAYAM, and NPTEL to optimize learning experiences. It provides adequate technology support through platforms like Samarth to enhance educational processes and outcomes. Technology-enabled learning and capacity-building initiatives aim to improve teaching, learning, and evaluation methods. The university has also invested in advanced hardware and software to facilitate teacher preparation, professional development, and streamline administrative processes. Blending traditional teaching with online methods is encouraged, especially in undergraduate and vocational programs. To assess the effectiveness of Blended Learning, the university has established a state-of-the-art MOOC laboratory capable of developing quality MOOC programs. Faculties actively participate in the Mentor-Mentee program, Faculty Development Programs (FDP), and Quality Improvement Programs (QIP) related to NEP 2020. Around 100 faculty members have benefited from MOOCs training programs. All departments are encouraged to select MOOC courses and offer them in various programs. Additionally, each department is expected to design at least one online course to be offered on the SWAYAM platform. In conclusion, the University's embrace of online education, through Google Classroom, video content development, multimedia integration, and robust support infrastructure, reflects its dedication to providing a cutting-edge and inclusive learning environment. By leveraging online resources, virtual sharing, and study groups, the institution creates an engaging and collaborative learning community. Furthermore, the University's emphasis on enabling digital competence equips students with essential skills to navigate the digital landscape with confidence and adaptability.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been

Yes, order regarding the constitution of ELC from

set up in the College?	2017-18 has been attached herewith. It can be accessed through link given below: http://new.ggu.ac.in/attachments/attachments/NAAC/ELC_2017-2022.pdf
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?	Yes. ELC consist of students coordinators as well as faculty members coordinating the club. GGV ELC is functional right from its inception & students and teacher coordinators are actively engaged in conducting program in every session. Yes, it is representative in character.
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>The ELC conducts its activities in different phases which are as under: 1st phase: The campaign to raise awareness about ELC • During this phase ELC holds its annual Electoral Literacy Fest between March and April, and The ELC tries its best to promote awareness and education related to election activities.</p> <ol style="list-style-type: none"> 1. The students participating in activity like preparation of lyrics for the election songs. 2. The Nukkad Natak team prepares the script for their act. 3. Under the Model Matdan activity, the roles of BLO and ERO are played, and the voter ID card of the student registered. 4. The process of filling out the nomination form for participating in the election of model voters is done. <p>• The volunteers also create awareness among the new students regarding the activities conducted under the ELC.</p> <p>2nd phase: The model Matdan Preparation Activities • The participant acquired hands-on experience in the election process during this phase. • For gaining practical experience students conducted the mock rehearsal of electoral process including preparation of manifesto. • The model voting activity conducted involve functions of various electoral officers including the knowledge of how to operate Electronic Voting Machines (EVM), Voter verifiable paper audit trail (VVPAT), etc. • The model Matadan, counting process and result declaration is also practiced.</p> <p>3rd Phase: The Electoral Literacy Fest • In the final phase, the coordinators present their report on the activities conducted for the current year under the ELC and their vision and plan for the upcoming year. The Winners are awarded in the annual fest.</p> <p>Summarily ELC conducted the following programmes: ? Nukkad Natak named “My Vote My Future” url link of ELF, 2019: https://www.youtube.com/watch?v=V_yk5he00s8&t=3s ? Wall of Democracy: Poster making and slogan writing were</p>

	<p>organized. https://www.youtube.com/watch?v=Pu-WpN5XZ9Y&t=731s ? Debate Competition: The club organizes debate competition entitled “Should the Government Make Voting Compulsory for All”.</p> <p>? Election Song: URL for the composed song: ? ELF_2020 (Theme Name: “One Vote One Value”) :https://youtu.be/W1hNPn1nEBc ? ELF_2022: Theme Name: “My Vote My Future: Hum Naye Dour Ke Matdata Hain Vote Dekar Hum Loktantra Ka Parv Manayenge” https://www.youtube.com/watch?v=Pu-WpN5XZ9Y&t=227s ? Newspaper clip on 3rd Electoral Literacy Fest, 2022: (18 May 2022) http://new.ggu.ac.in/attachments/attachments/department/05212022025329_1-%E0%A4%95%E0%A4%A8%E0%A4%B5%E0%A4%B0%E0%A4%9F_%E0%A4%95_%E0%A4%B9%E0%A4%88.pdf</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>There are various Undergraduates programs run by the university and the ELC target those students who are newly admitted and belong to rural areas and are unaware of free and fair election as well as their roles and duties towards their democratic country and their localities, hence the ELC tries its best to aware the students so that the students become aware of their role and duties in democracy as well as the election process and they also eligible to create awareness in their families and their localities. The ELC conducted a university-level survey among the students to evaluate their awareness related to the election process and finally, the survey report is presented at the annual literacy fest.</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>The names of UG/PG students who had just been admitted and qualified to register to vote were listed by volunteers and team leaders from the university. Finally, the ELC registers their names on the voter list. The ELC not only register their names in the voter's list but also educate and aware the students regarding the online filling of election forms related to the election. It also educates them about electronic platforms like the voter helpline Application Apps, election commission websites. Every year the ELC educate the students of both the UG/PG how to use the forms related to the election which are mentioned below: • Form 6B - Letter of Information of Aadhaar number for the purpose of electoral roll authentication • Form 6 - Application Form for New Voters • Form 6A - Application for inclusion of name in Electoral Roll by an overseas Indian elector.</p>

• Form 7 - Application Form for Objection for Proposed Inclusion/ Deletion of Name in Existing Electoral Roll • Form 8 - Application Form for shifting of Residence/Correction of Entries in Existing Electoral Roll/Replacement of EPIC/Marking of PwD and filing of others forms related to election also taught by the ELC activities.