



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR**

**GURU GHASIDAS VISHWAVIDYALAYA, KONI, BILASPUR  
495009**

**[www.new.ggu.ac.in](http://www.new.ggu.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Guru Ghasidas Vishwavidyalaya (GGV), Bilaspur, Chhattisgarh, India, established as a State University under Madhya Pradesh Vishwavidyalaya Adhiniyam - 1973 was upgraded to Central University on 15th January 2009 by the Central Universities Act, 2009 (No. 25 of 2009). It is one of the leading institutions of higher education in the country situated in the Schedule – V area of Central Tribal Belt in Chhattisgarh.

It is a residential University spread over 655.76 acres of land with a buildup area of approximately 201450.97 Sq m. The lush green campus, having a wide variety of flora and fauna, wild life, microbes, etc., exhibits an enriched biodiversity.

The University has been imparting quality higher education through its 32 academic departments under 11 Schools of Studies.

The University offers 114 academic programmes with 9417 enrolled students. Our efforts for sustaining the Research and Development has resulted into research funding of more than Rs. 2900.00 lakhs emanating from both governmental as well as non-governmental sources. The concerted efforts resulted into 3600 outcomes with excellent pass out percentage, placement, progression, publications, patents, and collaborations.

In addition, the learners are engaged in effective societal transformation through Unnat Bharat Abhiyan (UBA), NSS, NCC, Ek Bharat Shreshtha Bharat (EBSB) and On-Campus initiatives such as GGV Swabhiman Thali (GST), Swablambi Chhattisgarh, GGV Shravan Line (GSL), GGV Jal Pyau Service (GPS), Vruddhashram and Day Care Centre (Kilkari).

The University, in pursuit of contributions towards national development, has successfully supported 20 startups.

The University has emerged as a leader in the effective implementation of NEP-2020. We have attained significant achievements including 100% registration on Academic Bank of Credits (ABC) portal and incorporating ABC with multiple entry and exit options, Multidisciplinary, Flexible and Holistic education, incorporating Indian Knowledge System (IKS) components and extra-curricular elements into four years Under Graduate Programmes. This is in line with the NEP vision of evolving learners deep rooted with Indian traditions and bearing the flags of advanced 21st century skills. In addition, flexibility is also provided by offering maximum 40% choice of the courses in the curriculum through MOOCs and blended mode learning opportunities from other institutions including ABC.

### **Vision**

Motivated by the thoughts and teachings of Guru Ghasidas, a great Satnami Saint of the 18th Century, Guru

Ghasidas Vishwavidyalaya, Bilaspur is committed to social empowerment, particularly of the weaker sections of the society, with the help of quality higher education and training. The focus of the University is on offering and strengthening innovative academic programs in emerging interdisciplinary areas of Science, Social Science, Engineering and Technology, Management, Commerce, Law, Pharmacy and Humanities with quality assurance so as to contribute to the growth of the knowledge base of the University in particular and of academia in general. The University aims to provide a value-based holistic education which will lead to the growth and development of a community better equipped to serve mankind.

## **Mission**

The mission of Guru Ghasidas Vishwavidyalaya is to provide equitable, affordable and professionally relevant, quality higher education in a continuously changing global scenario. The aim is to develop citizens with knowledge, skills, and character who can contribute to national development meaningfully. The University endeavours to promote the concept of inclusive growth in higher education.

## **Objectives**

The objectives of the university are:

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- To make special provisions for integrated courses in Humanities, Social Sciences, Science & Technology in its educational programs;
- To take appropriate measures for promoting innovations in the teaching-learning process and interdisciplinary studies and research;
- To educate and train manpower for the development of the country;
- To establish linkages with industries for the promotion of science and technology; and
- To pay special attention to the improvement of the social and economic conditions and welfare of the people, and their intellectual, academic and cultural development.

## **Institutional Core Values**

1. Developing character, ability, and creativity through adherence to academic integrity and human dignity
2. Striving for wisdom and excellence through knowledge and innovation with a specific thrust upon promoting regional/traditional knowledge and ethnic values
3. Instilling a spirit of entrepreneurship and innovation
4. Inculcating scientific ethos and democratic values

5. Promoting values such as tolerance, truth, forgiveness and Vasudhaiva Kutumbakam
6. Inculcating respect for cultural and social diversity
7. Encouraging expression of thoughts and ideas
8. Promoting access, equity and inclusiveness and developing a learner-centric academic ambience
9. Infusing national values and integration among learners
10. Promoting educational endeavours for achieving national developmental goals

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- 32 academic departments housed in independent buildings, classrooms 142, smart classrooms 66, laboratories 124, Training & Placement Cell, Wi-Fi enabled campus, lecture hall complex.
- Excellent research facilities including Central Research Facility, Computer Centre, national Centre for Accelerator based Research, Animal House.
- Students amenities include Boys' hostels, Girls' hostels, Research scholars' hostels, Cafeterias, Auditorium, Psychological Counseling, Health Centre, Central Library, play grounds, gymnasium, yoga center, tennis courts, volleyball courts.
- Strong extension and innovative initiatives.
- Guest Houses, ATM, Ambulance, staff quarters, high mast floodlights, pedestrian pathways, walled campus, 24-hour campus security, public lavatories.
- Integrated e-governance and management through SAMARTH Portal.
- All programmes have components of field works/research projects/ internship.
- Mentor-mentee provision for career progression.
- Effective implementation of NEP, 2020.
- Restructured curriculum with Outcome Based Education.
- Annual curricular review with feedback from students, alumni, and employers.
- Growing number of scholarship and free-ships provisions.
- Dedicated Equal Opportunity Cell, DACE, SC/ST Cell and Remedial Cell for effective implementation

of Equity, Access and Inclusion.

- Active students' participation in organizational management including IQAC, Grievance Redressal Cell, Anti-ragging Committee, Hostel Mess and Library Committee, Young Mangers' Club, Gender Sensitization Committee, Innovation Club, Uddan Magazine, Urchins theater group, GGV News Letter, Tarang Band and Abhinartan.
- Research Promotion through Seed Money and financial support to faculty.
- Over 450 scholars (JRFs, SRFs, Post-Doctoral Fellows, Research Associates).
- Teachers receiving National/International fellowship/financial support.
- Research grant of Rs. 2965 lakhs generated through 318 research projects.
- Excellent IPR outcome: 190 patents published, 66 granted.
- 62 functional MoUs with National/International academic institutions and industries.
- 3200 publications in peer reviewed International/National Journals with high impact factor including 40% in Scopus indexed journals.
- Average h-index (Scopus/Web of Science) – 43.5, citation index (Scopus/Web of Science)- 8.06.
- Vibrant and robust Alumni Cell.
- Consultancy of more than Rs. 2.60 crores.
- Innovative initiatives for social service oriented practices – Swawlambi Chhattisgarh, Guru Ghasidas Sravan Line (GSL) and Guru Ghasidas Swabhiman Thali (GST).
- Emphasis on biodiversity preservation, water harvesting and renewable energy resource utilization.
- Internal Audit based on latest GFR and directions issued by UGC, MHRD and other funding agencies.

### **Institutional Weakness**

- Need to strengthen state-of-the-art facilities for translational research and opportunities for transforming Entrepreneurship into economic ventures.
- Need to provide strong hand-holding, career guidance and financial support through endowment to students coming from economically challenging background.
- Need to enhance the involvement of alumni and other stake-holders in University governance and quality assurance plan.

- Need for more number of hostel commensurate with the existing students' strength.
- Need to transform the existing primary health centre in to a 20 bedded full-fledged hospital.
- Need to transform existing athletics and sports facilities to international standard.

### **Institutional Opportunity**

- Establishing Centres of Excellence for synergizing teaching with innovation and technology.
- Establishing Technology Park in emerging areas such as Food Technology (Sri Anna), Forest Minor Produce, Drone Technology, Agriculture Technology and Financial Technology.
- Incorporating multidisciplinary approach in professional education for holistic professional higher education in Indian context.
- Enhancing internship opportunities and experiential learning up-to 50 %.
- To become a National role model in strategic implementation of National Education Policy-2020.
- To enhance international connect, collaboration and networking for research & teaching especially for implementing dual degree programs in niche areas.
- Enhancing cluster based interdisciplinary/multidisciplinary programs.
- Creating synergy between school education and higher education for bridging the gap between national school curriculum framework and higher education framework.
- GGV in its four decades of existence has got a diverse alumni base. This provides tremendous potentialities to be tapped for the benefit and progress of the university and students. The university can also explore possibility of seeking contribution from society for an endowment fund.
- Creating a strong entrepreneurial and start-up ecosystem.

### **Institutional Challenge**

- Having over 9000 students in 114 programmes across 32 departments, and being situated in a socially challenged and economically emerging state like Chhattisgarh, the University requires adequate and sustained financial support.
- So many departments like History, Political Science, Library Science, JMC, Forensic Science, Anthropology & Tribal Studies, etc. are running with sanctioned strength of six or less faculty members. Getting teaching positions sanctioned shall remain a key challenge for the university. Right-sizing teacher-pupil ratio across departments will remain a critical challenge for holistic growth of the

institution.

- Enrolling foreign students and global linkages, ensuring University-Industry linkage, establishing Centre of Entrepreneurship and Innovation, and Technology Park, Women Polytechnic Centre, Endowment fund for students, Building of hostels, providing congenial accommodation for faculty and staff on campus, strengthening ICT infrastructure, enhancing use of renewable energy, alumni connect remain key challenges for the university.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The University offers 37 UG, 39 PG, 33 PhD, 01 PG Diploma, 03 Diploma and 01 Certificate programmes in different disciplines. The Curriculum Development process is strategically planned as and when required to incorporate the contemporary understanding and the discipline requirements as per the orientations provided in the policy documents / National Education Policy. In order to design curriculum framework incorporating skills, innovations, research, experiential learning, hands on training, vocational experience, the concerned Boards of Studies are restructured to include external expert members from Industries, Professionals, Alumni etc. to share their inputs in designing the curriculum.

While formulating the curriculum, the vision and mission of the University, skills, research & innovation for sustainable local, regional and national development, emerging technologies, environmental concerns, gender equity and ethical considerations have been given due weightage.

Curriculum restructuring has focused on multidisciplinary, vocationalization, Indian Knowledge System, 21st century skills, extra-curricular activities to provide holistic, flexible and experiential learning. The quality education being imparted in the University primarily emphasizes on individual attainments, societal engagements, and value addition towards national economy. To achieve this, the University offers ample opportunities and facilitates young minds to accomplish their creative talents providing unique innovative experiential learning through Swawlambi Chhattisgarh , Guru Ghasidas Sravan Line (GSL) and Guru Ghasidas Swabhimani Thali (GST).

The curriculum framework includes Ability Enhancement Courses (AEC) and Skill Enhancement Courses (SEC), Value-Based Courses along with Core Courses (50%), minor(32%), value based (12%) and compulsory apprenticeship is included in all UG programmes. Similarly, in PG programmes Core Courses (50%), General Elective from other departments and provision for Open Elective Courses has been kept. The ABC facility long with multiple entry and exit system is incorporated in the curriculum providing the choice to the learners by opting 40% courses from MOOCs/ABC

The University has adopted the Choice Based Credit System (CBCS) from 2018-2019 and revised Learning Outcome Based Curriculum Framework (LOCF) under the framework of NEP-2020, with Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs).

### Teaching-learning and Evaluation

The University is located in Central tribal belt having dominant SC/ST and OBC population. Despite of Covid-19 pandemic, University filled 81.59% of total sanctioned seats whereas more than 82.25% of seats belong to SC/ST & OBC are filled. This University has effectively contributed in social-economic development of these classes.

Being a Central University, we attract pan Indian learners and are sensitive towards learning level of students. The mechanism developed ensures that learner's level is measured and differential learning is reduced using remedial classes, doubt clearing, tutoring along with special focus on learner through mentorship. Despite having 28:1 student teacher ratio, University maintains it to the ideal level of 20:1 by engaging guest faculty, contact faculty, Adjunct Professors and registered Ph.D. scholars in teaching learning process. University has transformed itself as a learner centric University and enhanced experiential learning up to 40-50% in various programs. Innovative teaching learning pedagogies including flipped classroom for improving participatory learning, internship and real-life experience to learners through innovative schemes like Swavlambi Chhattisgarh and Shraavan Line are implemented. Faculty capacity building and ICT infrastructure has been enhanced manifolds so as to enable the learners to opt and effectively use technology enabled learning tools. Currently, nearly 72% sanctioned teaching posts are filled with more than 80% faculty having Ph.D. degree. Efforts are being made to improve this number significantly by speeding up the appointment process which is underway. The examination process is almost 100% online through Samarth Portal and is made grievance free. The end semester results are on the average declared within 20 days. The average outcome is 97%.

### **Research, Innovations and Extension**

**The University has a policy for the promotion of research and innovation. Accordingly, University promotes research infrastructure, upgrades the instrumentation and provides IPR protection support. In addition, the Seed Money research grant of the tune of Rs. 2.96 crores has been provided for carrying out various minor research projects. The University also has several incentives and awards to promote research and innovation among the faculties. The overall research ecosystem is maintained by the Research & Development Cell of the University and in the last five years the quality of research has improved tremendously due to integration of translational research, innovation and start-up ecosystem. During the assessment period 340 research projects (including one UGC sanctioned "Chair") worth Rs. 2980 lakhs were received by various departments from various governmental and non-governmental agencies.**

**More than 30% faculty members have been granted with various national and International Fellowships/research grants for advanced studies and research. The institute has a fully functional animal house, media laboratory, forestry museum and moot court to support academic activities. Six science departments are covered under schemes like UGC-SAP, DST-FIST, DBT etc.**

**The University has developed an integrated R&D ecosystem that encourages start-up culture integrating, Innovation, Incubation Center, TEC, Skill development cell & IPR Cell leading to more than 10 start-ups, 66 patents, 3278 research publications (h-index 43.5), 3200 books/chapters and a number of consultancies which has generated Rs. 3.0 Crore.**

**The Research & Development Cell (RDC), Technology Enabling Centre (TEC), Incubation Center, Innovation Council, IPR Cell, Industry Interface Cell and Skill Development Cell are working in tandem to provide an ecosystem in which transnational researches are incubated and successful start-ups are sustained.**



**Research ethics are strictly adhered to by adopting research policy that includes code of ethics. The Institutional Ethical committee takes care of experimentation on animals. Mandatory plagiarism checks are incorporated through URKUND software.**

**The networking and collaboration efforts have resulted into 64 MoUs. The University has rendered extension and outreach services through NSS/NCC/UBA/EBSB/Swachha Bharat Abhiyan and conducted more than 170 such programs in which more than 7000 students have participated.**

### **Infrastructure and Learning Resources**

The University has a lush green campus spreading over 655.76 acres of land with a built up area of around 201450.97 sq.mts. It is covered with a number of water bodies, shady trees, and lush vegetation with diverse flora and fauna. The University as an upgraded Central University has made excellent efforts in the last five years to enhance the infrastructure and learning resources including ICT facilities, computer labs, seminar halls, Library and other facilities to support the teaching and learning process of the University. Every teaching department has been provided with adequate ICT facilities including Smart/Semi-smart classrooms, computational resources, laboratories etc. in addition to 66 smart classrooms/seminar halls for academic usages. The University has well established Central Library housed with 183698 numbers of text and reference books excluding e-resources. In order to access 11454+ E-books and 6005+ E- Journals, the Central library of the University houses 220 computers. The University has Wi-Fi enabled campus. An E-content development facility MOOCs and Media Lab (MMM Lab) has been created to encourage the faculty members to develop online courses. The University has excellent infrastructure for sports and games with running tracks, Football, Hockey and Cricket grounds, Handball Court, Volleyball Court, Basketball and Badminton Court equipped with floodlights. In addition to these, Gymnasium, Archery facility and a sophisticated sports science laboratory adds to the sports infrastructure. The University also has a well-furnished International Guesthouse, Health Centre, Students' Cafeteria, Provision Store, Creche, Hostels, multipurpose state-of-art Auditorium with mini conference halls. The University assigns budget for infrastructure, library and maintenance of physical, academic facilities and has a system for the maintenance of these facilities.

### **Student Support and Progression**

- The University has entrenched student support system for financial assistance, capability enhancement, progression and alumni engagement. The University has well-placed provisions for annual awards for meritorious students, library fee waiver for all girl students of the University, scholarships for students belonging to economically weaker sections and students participating in national / international sports and cultural activities. The University has been providing non-NET fellowships to the Ph.D. research scholars admitted through an all-India entrance test conducted by the University for the promotion of research and innovation. University has a robust student support and progression system to provide support to students for placements, skill development, career counselling, free coaching for higher education and competitive examinations through the Training and Placement Cell, Skill Development Cell and Equal Opportunity Cell of the University. From the academic year 2022, Dr. B R Ambedkar Center for Excellence (DACE) is also providing quality UPSC coaching for selected SC students. Placement Cell maintains a strong relationship with the industry and supports students in placement. During the last five years 751 students have qualified UGC/CSIR/NET/JRF/SET/GATE/State Govt./Central Govt. Exams. 5768 students got benefitted from the teaching, learning, guidance and counselling of the Equal Opportunity Cell and the Placement Cell of the University. During the last five

years, 3051 students progressed for higher education and 3646 students got placement/employment. The students from the University have won 123 medals/prizes in sports and cultural activities in Inter-University / National events. The GGV has the provision of the Students Council (GGV-SC). In addition, students are also actively involved in several academic and administrative bodies including IQAC. The university regularly engages with its alumni through alumni meetings.

### **Governance, Leadership and Management**

All academic, administrative, financial and other procedures of GGV are conducted as per the provisions laid down by the Act, Statutes, Ordinances, Regulations and Executive orders of the university notified from time to time as per the guidelines of MoE and UGC.

In order to effectively actualize the vision and mission of the university, the system of e-governance is implemented in all areas of operations, namely, Administration, Finance, Admission and Examinations through the SAMARTH portal. University adopts zero tolerance policy against any kind of discrimination or injustice. Code of conducts for stakeholders are published and adhered to strictly.

The university also focuses on the capacity and capability enhancement of faculty members. For this purpose, HRDC of the University organizes need based Guru Dakshata Program, capacity enhancement program for blended mode learning and encourages faculty to participate in QIPs and FDPs. As a result of this a total of 417 teachers of the University attended various faculty development programmes during last five years. The University also encourages and provides financial assistance to the faculty to participate in International and National academic events. During last five years University has provided the financial assistance to 1021 faculty members for attending the academic activities.

To sustain the financial governance of the university, a well-defined Financial Resource Mobilization policy has been evolved. The University follows GFR-2017 for all purchases and financial transactions. Internal audit is mandatory before any payment. CAG audit is done annually with minimal pending objections.

IQAC has been instrumental in effective planning and implementation of policies, procedures and activities. It is also proactive in initiating various measures and programs for providing quality assurance in teaching and implementation of NEP-2020 and monitors its effective implementation including Outcome Based Education (OBE) and carries Academic and Administrative Audit to ensure transparency and accountability. Accordingly, research, innovation, and entrepreneurship have been integrated with curriculum framework. IQAC is also participating in getting international ranking and recognition such as Green Metric University Ranking, QS Ranking, Times Higher Ranking and ISO 14001:2015 AND ISO 9001:2015

### **Institutional Values and Best Practices**

University is committed to ensure gender equity and provides equal opportunities for all genders in various activities. It conducts annual Gender Audit to analyze gender equity status. University is equally conscious towards environmental sustainability and has taken initiatives for utilizing renewable energy and conservation of natural resources. 2 MW Roof top solar power plant, Solar & sensor-based street lights, LED lights, Power efficient equipments and Biogas plants are installed for efficient energy usage.

University has adopted sustainable waste management practices including conversion of food waste to biogas, vermin compost production, liquid wastes disposal through septic tank/soak pits/STPs connected to buildings. E-waste, toxic, radioactive wastes disposal is done as per the hazardous waste disposal policy enacted by the University.

Water conservation is ensured through rain water harvesting system installed in all the buildings, anicuts and water bodies so as to utilize the rain water to maximum extent

More than 74% of the campus is covered with lush green forest, including 11% area covered with plantation resulting into pollution free green-clean campus. University promotes use of bicycles, pedestrian friendly pathways, e-rickshaws, no-vehicle zones, and ban on single-use plastic. The institutional environment and energy initiatives are validated through green, energy & environmental audit.

All buildings on the campus are differently-abled persons friendly. Assistive technology and facilities for differently-abled persons are also provided.

Tolerance, cultural awareness and community service is encouraged with the spirit of inclusiveness. Programs are organized regularly to support social, socio-economic, linguistic diversity and promote physical, spiritual and mental well being of students, faculty and staff.

University different initiatives to sensitize the students and employees to sensitize students and staff as responsible citizens, including but not limited to celebration of constitution day, voter awareness programs, pledge, workshops, essay writing competitions etc. Social inclusion is stimulated through various extra-curricular activities and extension programs organised by NCC, NSS, Ek Bharat Shrestha Bharat, Unnat Bharat Abhiyaan

Code of Conducts are uploaded on university website & displayed in the campus. University organizes professional ethics and awareness programmes.

The University adopted best practices including “Sustainable Environment Practice” and “Swawalambi Chhattisgarh”.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR
Address	Guru Ghasidas Vishwavidyalaya, Koni, Bilaspur
City	Bilaspur
State	Chhattisgarh
Pin	495009
Website	<a href="http://www.new.ggu.ac.in">www.new.ggu.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Alok Kumar Chakrawal	07752-260209		07752-26014 8	
IQAC / CIQA coordinator	P K Bajpai	07752-296248	9424154024	-	directoriqacggv@g mail.com

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	16-06-1983
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	16-06-1983	<a href="#">View Document</a>
12B of UGC	29-09-1988	<a href="#">View Document</a>

<b>University with Potential for Excellence</b>	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Guru Ghasidas Vishwavidyalaya, Koni, Bilaspur	Urban	655.78	201450.9	UG, PG, PhD, Diploma and Certificate courses		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

<b>Type of Colleges</b>	<b>Permanent</b>	<b>Temporary</b>	<b>Total</b>
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### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	1

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes																				
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PCI	<a href="#">103686_10731_6_1683808771.pdf</a>
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RCI	<a href="#">103686_3242_19_1582088340.pdf</a>
PCI	<a href="#">103686_3242_6_1582088372.pdf</a>
AICTE	<a href="#">103686_3242_1_1576583206.pdf</a>
NCTE	<a href="#">103686_3242_4_1582088391.pdf</a>
NCTE	<a href="#">103686_10731_4_1683808760.pdf</a>
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BCI	<a href="#">103686_10731_8_1683808779.pdf</a>
PCI	<a href="#">103686_10731_6_1683808771.pdf</a>
NCTE	<a href="#">103686_10731_4_1683808760.pdf</a>
PCI	<a href="#">103686_10731_6_1683808771.pdf</a>
PCI	<a href="#">103686_10731_6_1683808771.pdf</a>
NCTE	<a href="#">103686_10731_4_1683808760.pdf</a>
NCTE	<a href="#">103686_10731_4_1683808760.pdf</a>
PCI	<a href="#">103686_10731_6_1683808771.pdf</a>
NCTE	<a href="#">103686_10731_4_1683808760.pdf</a>
BCI	<a href="#">103686_10731_8_1683808779.pdf</a>
RCI	<a href="#">103686_10731_19_1683808796.pdf</a>
PCI	<a href="#">103686_10731_6_1683808771.pdf</a>
AICTE	<a href="#">103686_10731_1_1683808737.pdf</a>
NCTE	<a href="#">103686_10731_4_1683808760.pdf</a>



	<a href="#">f</a>
RCI	<a href="#">103686_10731_19_1683808796.pdf</a>
RCI	<a href="#">103686_10731_19_1683808796.pdf</a>
AICTE	<a href="#">103686_10731_1_1683808737.pdf</a>
AICTE	<a href="#">103686_10731_1_1683808737.pdf</a>
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BCI	<a href="#">103686_10731_8_1683808779.pdf</a>
BCI	<a href="#">103686_10731_8_1683808779.pdf</a>
BCI	<a href="#">103686_10731_8_1683808779.pdf</a>

### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	58				107				269			
Recruited	19	1	0	20	55	12	0	67	190	61	0	251
Yet to Recruit	38				40				18			
On Contract	0	0	0	0	0	0	0	0	54	32	0	86

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				299
Recruited	184	21	0	205
Yet to Recruit				94
On Contract	25	1	0	26

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				101
Recruited	41	3	0	44
Yet to Recruit				57
On Contract	0	0	0	0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/ LLD/DM/M CH	3	0	0	0	0	0	0	0	0	3
Ph.D.	19	1	0	54	12	0	96	27	0	209
M.Phil.	0	0	0	4	2	0	9	5	0	20
PG	19	1	0	55	12	0	190	60	0	337
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	24	18	0	42
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	54	32	0	86
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	0	0	0
Adjunct Professor	3	2	0	5
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Guru Ghasidas Vishwavidyalaya	Mahima Guru Chair	UGC

**Provide the Following Details of Students Enrolled in the University During the Current Academic Year**

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3111	991	0	0	4102
	Female	2181	284	0	0	2465
	Others	0	0	0	0	0
PG	Male	775	290	0	0	1065
	Female	819	122	0	0	941
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	188	26	0	0	214
	Female	190	16	0	0	206
	Others	0	0	0	0	0
Diploma	Male	88	0	0	0	88
	Female	46	0	0	0	46
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	2

<b>Integrated Programme</b>	<b>From the State where university is located</b>	<b>From other States of India</b>	<b>NRI students</b>	<b>Foreign Students</b>	<b>Total</b>
Male	206	205	0	0	411
Female	286	54	0	0	340
Others	0	0	0	0	0

#### **Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	27-03-2009
Number of UGC Orientation Programmes	21
Number of UGC Refresher Course	46
Number of University's own Programmes	5
Total Number of Programmes Conducted (last five years)	90

#### **Accreditation Details**

<b>Cycle Info</b>	<b>Accreditation</b>	<b>Grade</b>	<b>CGPA</b>	<b>Upload Peer Team Report</b>
Cycle 1	Accreditation	B	2.72	<a href="#">Peer Team Report - 11-14 Feb 2014.pdf</a>

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

<b>Department Name</b>	<b>Upload Report</b>
Anthropology And Tribal Development	<a href="#">View Document</a>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Chemical Engineering	<a href="#">View Document</a>

Chemistry	<a href="#">View Document</a>
Civil Engineering	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science And Engineering	<a href="#">View Document</a>
Computer Science And Information Technology	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
Electronics And Communication Engineering	<a href="#">View Document</a>
English And Foreign Languages	<a href="#">View Document</a>
Forensic Science	<a href="#">View Document</a>
Forestry	<a href="#">View Document</a>
Hindi	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Industrial And Production Engineering	<a href="#">View Document</a>
Information Technology	<a href="#">View Document</a>
Journalism And Mass Communication	<a href="#">View Document</a>
Law	<a href="#">View Document</a>
Library And Information Science	<a href="#">View Document</a>
Management Studies	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Mechanical Engineering	<a href="#">View Document</a>
Pharmaceutical Sciences	<a href="#">View Document</a>
Physical Education	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Pure And Applied Physics	<a href="#">View Document</a>
Rural Technology And Social Development	<a href="#">View Document</a>
Social Work	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

**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>
6. Distance education/online education:	<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: <a href="http://new.ggu.ac.in/attachments/attachments/NAAC/ELC_2017-2022.pdf">http://new.ggu.ac.in/attachments/attachments/NAAC/ELC_2017-2022.pdf</a>
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> <p>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. • The volunteers also create awareness among the new students regarding the activities conducted under the ELC. 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. 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. Summarily ELC conducted the following programmes: ? Nukkad Natak named “My Vote My Future” url link of ELF, 2019: <a href="https://www.youtube.com/watch?v=V_yk5he00s8&amp;t=3s">https://www.youtube.com/watch?v=V_yk5he00s8&amp;t=3s</a> ? Wall of Democracy: Poster making and slogan writing were</p>



	<p>organized. <a href="https://www.youtube.com/watch?v=Pu-WpN5XZ9Y&amp;t=731s">https://www.youtube.com/watch?v=Pu-WpN5XZ9Y&amp;t=731s</a> ? 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”) :<a href="https://youtu.be/W1hNPn1nEBc">https://youtu.be/W1hNPn1nEBc</a> ? ELF_2022: Theme Name: “My Vote My Future: Hum Naye Dour Ke Matdata Hain Vote Dekar Hum Loktantra Ka Parv Manayenge” <a href="https://www.youtube.com/watch?v=Pu-WpN5XZ9Y&amp;t=227s">https://www.youtube.com/watch?v=Pu-WpN5XZ9Y&amp;t=227s</a> ? Newspaper clip on 3rd Electoral Literacy Fest, 2022: (18 May 2022) <a href="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">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</a></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.

## Extended Profile

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### 1 Students

#### 1.1

**Number of students on rolls year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8786	8083	6833	6509	6270
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

#### 1.2

**Number of final year outgoing students year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2839	2312	2163	2069	2035
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

**Number of full time teachers in the institution year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
307	310	314	211	218
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 309**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3 Institution

#### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
7146.21	3323.05	3903.60	3426.25	2837.33

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University**

##### **Response:**

The University is located in Chhattisgarh which is one of the fastest growing industrialized state having abundant natural resources, known for its tribal culture, traditional arts and social & biodiversity. This provides a diverse learning experience for Pan Indian learners that are attracted by quality education provided in central university. In addition, being premier teaching-cum-research university, we have integrated research and innovation in teaching by assimilating local issues and regional aspirations and restructured various study programmes to fit into the requirements of Aatma Nirbhar Bharat especially Start-up India, Digital India, and Entrepreneurial eco system. Programmes are also realigned so as to make them at par with global competencies and 21st century skills. University offers 114 programmes imparting quality education covering all dimensions of conventional and professional programmes in a soothing academic ambience. Some of the initiatives in the last five years are as below:

- Focus on learning needs is comprehensively reflected in programme outcomes. Timely restructuring of curricula framework to incorporate CBCS and outcome based learning.
- Revision of syllabi with COs, POs and PSOs and introduction of new courses enabled the university to remain in sync with international and national trends.
- Learning Outcome based Curriculum Framework (LOCF) as notified by UGC for UG Programmes are modified and critically revised for all UG and PG programmes so as to align them with the objectives of NEP-2020.
- The curricula for all programme catering to diversified societal needs, focus on acquiring POs such as domain knowledge, analytical and communication skill, the importance of environment, integrating society and triggering lifelong learning. In all programmes, the Programme Objectives are well defined. The Programme Outcomes (PO), Programme Specific Outcomes(PSO) and Course Outcomes(CO) are defined and validated with the unitized course content. The innovative pedagogy and the evaluation system is also mapped into the course outcomes and programme specific outcomes. The attainment of these outcomes is mentioned through their mapping with the evaluation system, timely revision of syllabi.
- University offers programmes with sufficient credits assigned to projects and internship to encourage students to learn from real life experiences exploring field applications. The students are imparted technical skills in emerging areas in the national and global levels by exposing them to artificial intelligence, computer application, IT, Medical Laboratory Technology and 21st century skills.
- The BoS ensures the academic quality of programmes as well as incorporating the local, regional, national and global development needs at various levels.
- All undergraduate programs are restructured to have multidisciplinary approach, skill components

and holistic learning components and flexible approach with multiple entry and exit options. All programs are designed based on learning outcomes aligned with NEP-2020.

- The curricula are designed as per the National Curricula framework, National Credit Framework incorporating Indian Knowledge System, Bharat Bodh, Yoga, Sports ,NSS, NCC, constitution, democratic values etc.
- Programs are mapped with Course Outcomes(COs), Programme Specific Outcomes (PSOs) and Programme Outcomes (POs) through correlation chart and are reviewed after each semester examination so as to assess the Learning Outcomes of students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

**The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### Response:

The University is taking significant strides in challenging traditional thinking among students by creatively integrating existing theories with emerging expectations, bridging the gap between theory and practice, and blending conventional ideas with contemporary requirements. The goal is to produce well rounded graduates with holistic and unique competencies and multidisciplinary thinking. To achieve this, the University places strong emphasis on industry-academia alignment, skill and innovation based curriculum and holistic education programs, all geared towards enhancing employability and creating graduates who are competent, skilled, employable, and capable of generating employment opportunities for others.

This approach ensures curricula to be tailored to meet the needs of the local, regional, national, and international job markets. Currently, out of 8181 courses offered through 114 academic programs, more than 5500 courses are directly focused on employability.

The University has a dedicated Skill Development Cell, offering diverse skill development courses. During 2018-22, this cell has successfully conducted 28 skill development programs, benefiting 2681 students enhancing their skills, making them employable and also fostering in them entrepreneurial skills to become employers. GGV has been allocated 2310 targets for training under PMKVY 4.0. by NSDC. Under this programme, we provide training in 16 employable fields, reinforcing commitment to preparing students for job market.

Ensuring curricula as relevant and up-to-date, the University regularly revises course syllabi to align with the needs of the Industrial Revolution 4.0 involving the participation of the industry-experts in the process of curriculum construction.

The University has taken several initiatives to create an innovative, technology-enabled ecosystem fostering entrepreneurial spirit and a start-up culture among students:

**Interdisciplinary Curriculum:** The University has implemented National Education Policy-2020, thereby encouraging interdisciplinary/multidisciplinary courses with a comprehensive understanding of various industries or fields and enhancing their employability.

**Experiential Learning:** Experiential learning is enhanced through internships, apprenticeships, field training, project work, case studies and innovative schemes, allowing students to gain practical experiences and develop relevant skills.

**Continuous Learning:** Offering short-term courses, blended learning options, and workshops, the University ensures that students have opportunities to upgrade their skills and stay abreast of the latest trends and developments.

**Collaboration with Industry:** Through MoUs with various industries, including NTPC, SECL, STPI, TCS, and BSNL, the University stays connected to the latest trends, developments, and best practices in the industry.

**Swavlambi Chhattisgarh:** It is a flagship programme of GGV to enable students to be self-reliant. A portal is launched the university website where students as well as the employers can register themselves. With a pan-Indian approach, the scheme helps students to work part-time, earn while learn and be industry ready.

**Integrated Start-up Ecosystem:** Synergizing teaching-learning processes with research and innovation, the University fosters a start-up ecosystem through ideation, incubation, technology development, and entrepreneurship support.

The above initiatives testimonies University's sincere efforts to create an *AtmaNirbhar Bharat*.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 21.71

**1.2.1.1 Number of new courses introduced during the last five years:**

Response: 1776

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 8181

<b>File Description</b>	<b>Document</b>
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

The primary objective of our university goes beyond imparting factual knowledge in the cognitive/academic domain to students. It aims to familiarize them with contemporary societal issues and inspire meaningful contributions towards building a sustainable society. To achieve this, the university skillfully integrates cross-cutting issues, the value framework enshrined in the Sustainable Development Goals (SDGs), and the National Education Policy - 2020 (NEP) into its curriculum, fostering interdisciplinary and multidisciplinary thinking among higher education students.

University curriculum addresses essential cross-cutting issues like gender, environmental sustainability, professional ethics, human values, right to health, and emerging demographic changes through a combination of practical and theoretical modules. Inclusion of ethical components such as honesty, integrity, teamwork, respect, as well as professional attributes like accountability, empathy, and compassion, further strengthens the students' ethical awareness. Innovative teaching-learning methods, including internship, case studies, project-based learning, guest lectures, and field visits, ensure that these issues are integrated seamlessly into the course content. As a result, the university prepares graduates who possess both technical skills and a strong sense of social responsibility and ethics.



The university has taken commendable steps to embrace the NEP-2020, to ensure inclusion for all learners including those with disabilities and from marginalized backgrounds. The university bears a multicultural environment promoting harmony and democratic values to nurture responsible citizenship skills, and foster openness and respect for preservation and promotion of India's cultural heritage.

As a leading global higher education institution, the university integrates the value framework of the Sustainable Development Goals(SDGs) into the curriculum for various UG and PG programs. This integration aims to produce a socially responsible and environmentally conscious workforce capable of contributing to sustainable development efforts. The university offers courses covering diverse topics related to sustainable development and specific SDGs, including climate change, poverty alleviation, gender equality, health, clean energy, environmental science, renewable energy engineering, sustainable business management, waste reduction, and eco-friendly practices, etc. The emphasis on interdisciplinary and cross-disciplinary research helps students understand the interconnectedness of the SDGs and their contributions to sustainable development.

Experiential learning opportunities are provided on campus also through numerous campus-wide sustainability initiatives, such as waste reduction, energy efficiency, renewable energy usage, and sustainable transportation options. Student-led sustainability groups organize awareness campaigns and events, both within and outside the campus.

To instil professional ethical practices among students, courses on social responsibility, managerial skills and information security are included in the curricula. Research and academic ethics, bioethics, bio-safety, and intellectual property rights are also emphasized. The university actively integrates these issues into its teaching, research, and extra-curricular activities. This helps students to become better individuals and understand the importance of gender equity, human values, environmental values, and professional ethics, enabling them to live in harmony with the ecosystem.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years**

**Response:** 92

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 94.74

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 72

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

Response: 76

File Description	Document
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

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

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 85.47

##### 2.1.1.1 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4029	3517	3507	2859	2867

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

2021-22	2020-21	2019-20	2018-19	2017-18
3365	3125	3063	2440	2348

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[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:** 84.8

**2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1741	1667	1624	1240	1210

**2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2123	1955	1916	1420	1409

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the 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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.2 Catering to Student Diversity****2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

Being a Central University, the incumbents are admitted on all India basis entrance examination (from

2017-2018 to 2020-2021) through Vishwavidyalaya Entrance Test (VET) and thereafter Common University Entrance Test (CUET) excluding some professional programs where students are admitted through JoSSA/CSAB (B.Tech.) or on the basis of All India Examinations (M.Tech, M.Pharma, MBA). Thus, the students admitted in the university are from diverse socio-economic backgrounds, regions and varied attainments. Therefore, just after the admissions, as per the mechanism developed and notified, different departments initiate the process to identify slow and advance learners. Respective Deans and Heads of the departments monitor the process. Every department has monitoring and mentoring mechanism to identify the slow and advance learners. The mentors notified for this purpose keep a vigil on the learning and progression of the students. Advanced learners and slow learners are identified as per their responses in the classroom as well as the performance in the continuous assessments. Faculty members conduct remedial and extra classes for weaker students and arrange additional classes/programmes for advanced learners. In addition to the special provisions for the growth of both slow and advanced learners as specified later the gap in differential learning is reduced to the minimum by adopting the pedagogical approaches in the classroom itself. The mentor teacher is a friend; facilitator and guide to the students of his/her group that helps them make their stay on the campus fruitful, enriching and joyful. The list of the mentors is uploaded on University website. Following activities are done by faculty for slow and fast learner students:

- University assesses the learning level of the students through continuous assessment by all departments on the basis of their performance in internal examination, end semester examination, seminar presentation, classroom discussion on various issues based on their syllabus, interaction with students on critical issues of the society related to their curricular etc.
- Department encourages the faculty to resolve the academic issues through tutorials. However, the issues related to inter personal development, psycho-somatic problems, students are treated by their mentors through mentor mentee system and in case of students having specific problems; they are preferred to University Psychological Counselling Cell which is responsible for removing problems of students related to their personal or academic matters.
- Faculty takes efforts for advanced learners by encouraging them for progression to higher studies and institutions, innovations and research. They are also inspired for entrepreneur and leadership in their field.
- Faculty takes efforts for slow learners by giving some extra time for guidance, suggesting for meditation and yoga, giving special attention on their concept understanding etc.

Following activities are done by the teacher mentors to the students:

#### **Slow Learners:**

1. Individual counselling.
2. Conducting Remedial coaching classes
3. Providing extra notes, extra library books, etc.

#### **Advance Learners:**

1. Opportunities to attend Seminar

2. Experimental learning sessions i.e. Industrial Tour/ Internship etc.
3. Encouragement for NSS, Sports, academic and Skill enhancement programs/activities/lectures.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

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

**Response:** 28.62

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Guru Ghasidas Vishwavidyalaya practices student centric pedagogical approaches like experiential learning, participative learning, problem solving methodology, collaborative learning for enhancing and strengthening students' academic journey. It has transformed the learner from being passive listeners to active participant.

The University has stated the course objectives, programme specific objectives and programme outcomes very clearly and students are oriented about it during the induction programme of each courses. The university integrates theory and practical by adopting lectures, group discussion, field visit, problem

solving approach, cooperative and collaborative approaches, theme based workshop, internship, lab-based learning, demonstration, case studies etc. based on the programme outcomes. Ample opportunities are created for the learners to masters on various skills that will enable them to be a productive member of the society.

Apart from various active learning pedagogies, our university adopted assignment as a part of internal assessment to work students independently. It enhances their writing skill, organization of ideas and concepts and self-confidence. Many departments adopt seminar presentation as a component of internal assessment that boosts their confidence and overcome stage fear. Apart from these the courses like B.Ed. M.Ed. B.Ed. (HI & LD), MSW, JMC, MBA, B.Tech, M.Tech, Rural Tech, Forestry have field work, internship, projects as compulsory part that help students to acquire experiential learning and problem solving ability.

The faculty members of the university are skilled in using various ICT-enabled tools for transacting curriculum at various levels of courses. Mass Communication, Media and MOOCs (MMM) Lab are the recent e-Content Development initiatives of Guru Ghasidas Vishwavidyalaya with an aim to provide the facility for creation of online educational courses. The lab is equipped with advanced cameras, teleprompter, interactive board, pre and post recording theatre. In addition, teachers have developed Self-Learning Materials including videos which are uploaded on departmental web page and University YouTube Channel.

University has ICT facilities like Smart Class room, Semi Smart Classrooms, and LCD Projector Based classroom facilities with broadband and Wi-fi connectivity for effective teaching and learning. During the COVID-19 Pandemic period, our faculty members had innovated several online strategies including creation of QR Code, development of online resource materials and learning management systems ensuring that the mode of delivery does not become any constraint for learning. Along with this, our University has following facilities:

- 1.The University has conducted special ICT capacity building programmes through HRDC on blended mode learning and learning material preparation including video design, use of Moodle, integrating social media content and use of common creative content for learning resources.
- 2.All students and faculty members have digital access to e-books and e-journals through central library facilities and also from respective departments.
- 3.All types of open learning resources like MOOCs, E-PG Pathshala, Vidya Mitra, SWAYAM, and SWYAMPRAKHA are regularly used by the teaching faculty to give the students a better learning experience.
- 4.Virtual classroom platform like Google Meet, Zoom, Microsoft Team, Google Classroom etc. are used by faculty members for online teaching and meetings.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

The University has developed a mentoring system to address the students' needs upto grassroot level. In compliance with the UGC's recommendations by the letter no. D.O. F-1-11/2014 (CPP-II) Dated. 27th Jan, 2016, the university has already developed a System for Academic Monitoring and Assistance (SAMA) since 2016.

Accordingly, each faculty member has been assigned as teacher counsellors (Mentor) to a group of students in each Department. The Mentor caters to the emotional and intellectual needs of the mentees in the group and guide them to move up in their career at regular interval of time. They also maintain a close contact with the mentees allotted to them throughout the year and follow their behaviour pattern for a possible guidance, and corrective action also. Mentors also coordinate, if needed, with the other authorities like hostel wardens, other course coordinators, etc. and share behavioural and academic details with them.

The University also organizes induction programmes for newly admitted students. Moreover, the University has a psychological counselling cell, that provides non-professional counselling to all the students who needs someone to share their problems and needs guidance. The phone numbers of the members are made available to the students who can contact whenever they feel like. Students come for mere personal issues like friendship and relationships as well as their family issues. The physio and health issues are also taken care by the University medical health centre.

Students, particularly of various professional programs, had a lot of queries about the career opportunities and job openings in the government as well as in the private sectors. They also had queries about the syllabus and contents of examination was like NET, GATE, MAT, CAT, PSC, UPSC, etc. or other eligibility tests. They also want to understand the opportunities for further higher education in various other universities. Many-times the mentees came to the mentors for getting some study materials on learning materials on their own subject or in the competitive examinations. Students across all levels of Higher Education in the University sought help from their mentors regarding the choice of their project and specialization area as well as choosing their internship and finding placement opportunities.

During COVID-19 (pandemic period) the mentees were taken care by the mentors by remaining consistently in their contact and taken care of their well-being by appraising and ensuring the protocol issued by MoE, UGC from time to time. Such reports were regularly sent to UGC and Ministry. The academic endeavours were also sustained by adopting blended mode (mostly online mode) teaching, learning and evaluation process for which reports were also submitted to MoE/UGC on regular basis.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 61

#### 2.4.1.1 Total Number of Sanctioned year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
434	434	434	434	434

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years**

**Response:** 80.26

#### 2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 248

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.3**

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

Response: 15.17

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 4657

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1**

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response: 19.2****2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	13	27	18

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.2****Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years****Response: 0.12****2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	13	7	3	15

**2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8579	7922	6711	6256	6037

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.3

#### Status of automation of Examination division along with approved Examination Manual/ordinance

**Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	<a href="#">View Document</a>
Copies of the purchase order and bills/AMC of the software.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

Guru Ghasidas Vishwavidyalaya is committed to create responsible citizens who are enlightened, socially engaged and contribute towards growing national economy by nurturing their knowledge, skills and values which are imparted through curriculum framework. University has given utmost importance in attaining the immediate and ultimate Learning Outcomes (LOs). These are defined through graduate attributes and clearly stated Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of all programmes offered.

Curriculum frameworks for Outcome Based Education (OBE) were developed through three days intensive LOCF workshop in which LOCF of undergraduate programmes notified by UGC were modified to align them with NEP-2020.

In order to make learners aware about the programme specific outcomes and programme objectives which are expected to be achieved after completing each programmes, pedagogical practices to be followed, modes of evaluation to be adopted, are comprehensively discussed during orientation/ induction programmes organized for the students in the beginning of the each semester by the respective departments. The POs, PSOs and COs for each programmes are uploaded on the University website. Learners are encouraged to go through them regularly and mentors monitor their progress.

For every course, Course Outcomes (CO) are outlined and mapped to PO (programme outcomes) and PSO (Programme specific outcomes) which shows not only the connections, but also the strength, magnitude or importance of each connection.

Various assessment techniques such as presentations, assignments, group discussions, peer observations and feedback, project works are extensively used to test the three domains of Blooms' Taxonomy i.e. cognitive, psychomotor and affective domains in learning outcomes.

The assessment of each course includes; two internal tests and one end semester examination. The individual questions that are part of every assessment are prepared in such a way that each question is mapped to specific Course Outcomes (COs). Every assessment includes some items of Higher Order Thinking Skill and reflective level so as to assess the 21st century skills such as analytical ability, problem solving skill, critical thinking, creativity, etc.

LOB assessment involved end semester results by mapping the Course Outcomes with the course contain unit-wise. The end semester exam papers, after analyze and individual students' attainment for each CO's are obtained which are used to analysis every CO's attainment of each course. The COs mapping with POs provide the attainment of COs.

<b>File Description</b>	<b>Document</b>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**2.6.2**

**Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)**

**Response:** 99.05

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution.**

**Response:** 2812

<b>File Description</b>	<b>Document</b>
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the Controller of Examinations indicating the pass	<a href="#">View Document</a>
Annual report of COE highlighting the pass percentage of students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.45

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

#### **Response:**

University has integrated research and innovation with its teaching-learning processes and has developed a research promotion policy. In this regard, GGV has established an R&D cell and the formation of the Research Advisory Council (RAC) as per the UGC guidelines. The council has integrated all important aspects required to build a resilient research ecosystem including, finance, infrastructure, research program & policy development, collaboration, and societal connect. As per the recommendation of the R&D cell, sophisticated instruments available with various departments were identified and listed along with an allocation of Rs 52 Lakhs for the repair, maintenance, and upgradation of all such sophisticated instruments so that they can be integrated together under the umbrella of Central Research Facility (CRF). Also, a provision has been made to make available some of the facilities at the national level through I-STEM portal.

In this era of generic Artificial Intelligence based, hyper-digital, green & sustainability-oriented, knowledge-driven economy, GGV has shown great resilience skills to keep aligned with such a rapidly transforming and innovative world. In-order to develop such an ecosystem, the teaching-learning processes are integrated with innovation, skills, and research & development through effective strategy making.

The University has a defined policy to provide SEED Money to its teachers on a merit basis to kick start their research programme or create research facilities at the initial level. During the assessment period, more than 300 lakhs seed money funds have been disbursed.

Development of research infrastructure and state-of-art facilities in identified areas have been taken up on a priority basis using the assistance obtained through schemes (more than 12 crores) such as FIST, SAP, DBT, ICSSR, SAIF, DAE-BRNS. As an outcome, the University has a total of 66 granted patents and a well-defined IPR policy. The University also motivates and provides recognition and monetary incentives to faculty members who have earned distinction in the field of research. More than 20 teachers have been benefitted in the last 3 years. As an outcome, the number of SCOPUS-indexed publications has doubled in the last 5 years with a h-index of 47. There are well-defined statutory bodies like IEC for conducting research on animals with a focus on drug discovery projects.

Collaboration and networking have been of prime importance as reflected from the 63 MoUs with national and international organizations during the assessment period.

The University is one of the pioneers in the implementation of NEP 2020. The curriculum framework of various programmes offered has been restructured to incorporate experiential learning under a multidisciplinary environment focusing on translational research. We have also taken major steps to remove barriers in research by encouraging cross-disciplinary/multi-disciplinary/inter-disciplinary



research and have also made provisions for the admission of foreign & industry-sponsored candidates for PhD programmes. The University has also formed an Incubation Centre with a company registered under section 8 under the name of GGV Start-UP Foundation to provide holistic entrepreneurial growth and for the commercialization of GGV in-house products. Faculties are also encouraged to undertake research consultancy governed through consultancy policy.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

**The institution provides seed money to its teachers for research (average per year)**

**Response:** 50.82

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
230.08	3.26	20.74	0.0	0.0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.1.3**

**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**Response:** 32.04

**3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 99

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>

**3.1.4**

**Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

**Response:** 93.35

**3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 407

**3.1.4.2 Number of PhD Scholars enrolled during last five years**

Response: 436

<b>File Description</b>	<b>Document</b>
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

#### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 2980.75

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>

#### 3.2.2

**Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years**

**Response:** 1.1

**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years**

**Response:** 340

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies.	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1

**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:**

Innovative instinct, resilience, and alignment with NEP 2020 are the major driving force of the University towards achieving excellence. GGV has created a robust ecosystem for the promotion of scientific research and innovation leading to value addition and IPR generation. University has established an integrated system of Start-up, entrepreneurial environment, and translational research wherein, ideation and knowledge generated are incubated, supported, and transformed into value addition contributing to the nation's economy. The whole system works under the umbrella of the R&D Cell and major emphasis is laid down on establishing startups, and technology development. Both these processes are again linked up so as to transfer the IPR (especially patents) into commercial and viable technology. For this purpose, Incubation Centre, Skill Development Cell, IPR cell, and TEC have been established. TEC is funded by DST worth Rs 356 lakhs.

The University has a well-placed IPR policy to seek quick protection of in-house inventions and commercialize them in the near future and is committed to spreading IPR awareness among students and faculties. In this regard, the University has an IPR cell that takes care of the filing process of patent applications by working in close association with the DST State-level Patent Facilitation Centre located at Raipur. During the assessment period, total of 190 patents are published out of which 66 are granted.

GGV is also emerging as one of the capacity-building centers for IKS and has submitted 15 projects to the IKS division of the Ministry of Education @ AICTE, out of which 8 have successfully reached the final stage. As a result, IKS division has considered GGV to conduct a capacity-building workshop fully funded by IKS (funding of Rs 2.8 Lakhs was committed from IKS) to interact with the faculty members and improvise their IKS-based projects either submitted earlier or planning to submit. We have also submitted a proposal for the establishment of IKS Center for the promotion 'Santhali' language.

The University has also established an Incubation Centre (IC) and registered a company under section 8, named as GGV Start-up Foundation to provide a holistic entrepreneurial growth and also for commercialization of GGV in-house products. Faculties are also encouraged to undertake research consultancy with an encouraging consultancy policy. The IC works in tandem with R&D cell and TEC with special emphasis on technology mining. In this regard, technology mining related to hydrogen fuel generation is being planned. The University had provided funding of Rs 1.5 lakhs towards the training of the members of IC from EDII, Ahmadabad with whom we also share a MoU. Currently, there are 10 start-ups incubating with IC in various diversified fields of innovation based on AI, food, agriculture etc. The IC has conducted two major Entrepreneurship awareness camps (funded internally by the University worth more than 1.5 lakhs) in the last two years apart from routine awareness programs which include massive entrepreneurship sensitization drives within various departments to align the students towards entrepreneurship and as an outcome, more than 50 pitching of ideas have taken place.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Additional Informationa	<a href="#">View Document</a>

**3.3.2**

**Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years**

**Response:** 32

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>

**3.4 Research Publications and Awards****3.4.1**

**The institution ensures implementation of its stated Code of Ethics for research**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

**Response:** A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.2****Total number of Patents awarded during the last five years****Response:** 66

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**Other Upload Files**

1

[View Document](#)**3.4.3****Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 2.32

**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 234

**3.4.3.2 Number of teachers recognized as guides during the last five years**

Response: 101

<b>File Description</b>	<b>Document</b>
PhD Award letters to PhD students.	<a href="#">View Document</a>
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**3.4.4****Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

Response: 10.6

**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 3275

<b>File Description</b>	<b>Document</b>
List and links of the papers published in journals listed in UGC CARE list and	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>

**3.4.5****Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 10.34

### 3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 3194

File Description	Document
List of chapter/book with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 3.4.6

*E-content is developed by teachers :*

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government initiative
6. For institutional LMS

**Response:** A. Any 5 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



**3.4.7****Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 10.08

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.8****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 45

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 308.25**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
274.06	12	0	1.25	20.94

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution.	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Response:**

The University takes immense pride in having a rich societal connect through its various extension activities. These activities inculcate a lifelong impact among the learners to serve the society. Activities are conducted through NSS, NCC, Unnat Bharat Abhiyan (UBA), and Ek Bharat Shrestha Bharat (EBSB) units, various in-house clubs such as behavioral club, Urchins (Theater), Abhinartan (dance group) etc. In addition to this, University has also initiated a volunteer-based innovative service “GGV Shravan Line” that serves elderly people with compassion and a scheme of “GGV Swabhiman Thali” to serve needy students with a nutritious meal at a meager cost of Rs 10.

University has 21 units of NSS established on the campus providing volunteer opportunities to 2100 learners to serve the society and get engaged in important social issues related to health & hygiene, financial literacy, girl child education, ‘Beti Bachao Beti Padaho’, ‘Nasha Mukti Abhiyan’ etc.

During COVID- 19 pandemic, the volunteers executed their roles like front-line workers and played a critical role in restricting the spread of infections at the mass level in the nearby rural areas and also ensuring 100% eligible vaccinations. Cleanliness drives in nearby ponds and plastic-free drives also lead to better maintenance of water bodies in rural areas. More than 35 awards have been bestowed to the NSS unit of the University. Noteworthy, to mention among them is a letter of special appreciation from the Ministry of Youth Affairs & Sports for extraordinary work under the mission "Har Ghar Tiranga" to

mark the 75th year of India's independence.

UBA has adopted five-gram panchayat namely, Pudu, Umaria Dadar, Tendubhata and Rigwar and organizes large-scale awareness programmes on financial literacy, government schemes, Pradhan Mantri Yojna, Bank loan, Mudra loan, health and hygiene, water conservation, yoga, career counseling and environmental issues. As an outcome, several villagers applied for Ujjwala Yojna, mudra loan and adopted LED lighting under various schemes. Kissan credit cards were provided to eligible villagers. As an outcome for various health awareness activities, cases of TB reduction were observed, and there was no death claim due to malaria. Visit to health dispensaries increased, sickle cell cases are now well managed, and cooperation of female members with “Asha didi” has drastically increased. Students are now taking part in various competitive exams and the rate of computer literacy has increased.

EBSB provides cultural harmony by carrying out activities to promote a sustained and structured cultural connection in the areas of language learning, culture, traditions & music, tourism & cuisine, sports, and sharing of best practices, etc. with their pairing institute Central University of Gujrat. In this regard, our students got the opportunity of learning “Bhavai” art which is a folk art of Gujrat, and got exposed to the Gujrati business ecosystem, boutique, Gujarati garba and Gujarati food. A mega food festival based on Gujrati and Chhattisgarhi dishes was held in the university on 15th January 2020. Recently the University as per NEP 2020 has decided to include hours spend in extension activities to credit hours in the curriculum.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years**

**Response:** 167

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

2021-22	2020-21	2019-20	2018-19	2017-18
66	10	30	33	28

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Detailed list and 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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

**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:** 137

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

*a. teaching - learning. viz., classrooms, laboratories,*

*b. ICT enabled facilities such as smart classes, LMS etc.*

*c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.*

**Describe the adequacy of facilities within a maximum of 500 words**

#### **Response:**

GGV is spread over 655.76 acres of land having 32 academic departments under 11 schools of studies offering 114 certificate, diploma, UG, PG, PG diploma and Ph.D. Programmes. Most of the academic departments have independent and spacious buildings, while few departments are housed under the academic complex of their respective schools and in the University Teaching Departments building which is the oldest academic building of the campus. Other infrastructures available in the University are Administrative building, Central library, Auditorium, Sports Complex, Hostels for students, Health care Centre, Canteens, Guesthouse, Staff quarters and other facilities. At present, few more infrastructures are under construction such as multistoried Lecture Complex, Girls/Boys Hostels and some Departmental academic buildings.

The academic departments are well equipped with the state-of-the-art infrastructure with 15 seminar halls and 142 classrooms out of which 51 are smart classrooms. All smart classrooms and seminar halls are equipped with ICT-enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording which is commensurate with the requirements of ongoing program. The 124 laboratories located in various departments are well equipped with functional and updated instruments to meet the curriculum requirements and carry out advance research in various fields. The central research facility is available to all researchers on campus. The University has established state-of-the-art MOOCs lab and other laboratories which include National Center for accelerator based research, animal-house, glass-house and plant nursery. The state-of-the-art mechanical workshop caters to the need of engineering and science students.

The ICT and computational laboratories are designed so as to cater the needs of various programmes clustered in the vicinity of the facility. University has 1948 computers for student's academic activities. There is separate ICT based learning centre in the central library equipped with 220 computers of latest clients-server architecture. The Nalanda Central Library is fully automated and manages all its in-house operations using the Library Management Software (LMS) –SOUL 2.0.

GGV provides ample opportunities for learners to showcase their extra-curricular talents through various cultural, technical events such as school wise annual fest EQUILIBRIO, ESPEKTRO, AKS,

PHARMFEST organized by different schools. University has a Yoga & Meditation Centre that conducts the yoga certificate course and celebrates International Yoga Day every year. University has a well-equipped auditorium hall of 800 seating capacity with two attached seminar halls, Art Gallery and one open dais. There are various clubs viz. TARANG, ARCHIN, Behavioral, ABHINARTAN, the Manager, the Science, and SahityaVarta which provides a common performing platform associated with music, drama, and other academic activities. University also publishes two journals (Chhattisgarh Journal of Science and Technology, GGV Journal of Business), student's magazine Udaan, Guru Dharsan, and a quarterly Newsletter. The campus is enriched with multipurpose sports complex with running track for athletic events, well maintained Football, Hockey and Cricket grounds, two Handball courts, four Volleyball courts, two Basketball and two Badminton courts equipped with floodlights, Gymnasium, Archery facility and a sophisticated sports science laboratory. University organizes many games and sports events and provides coaching camps to participate at university and national level.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

#### Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

**Response:** 55.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
4876.40	1289.12	2460.47	1678.02	1250.54

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

## 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 Nalanda Central Library is automated with the Library Management Software (LMS) SOUL-2.0 of Inlibnet Gandhinagar- an IUC of UGC (Software for University Libraries version 2.0). Using this software, the in-house operations of the library are being managed. The LMS is integrated with a highly advanced surveillance system Radio Frequency Identification (RFID) system. Entire collection of the library is available on the Library Catalogue giving a bird eye-view of the books' jackets on display to give the users idea about the physical appearance of the book. The users can browse the catalogue from anywhere in the University campus regarding the availability of the books in the library. The in-house operations include issue, return, fine management and other library operations. The catalogue of the library is being managed through the software Koha. Soon, all the operations of the library will be managed through Koha as WebOPAC. The Nalanda Central Library is equipped with all the modern library operations including access to E-resources, users' electronic hits to the catalogue, book readers and other facilities. The library catalogue has been providing personalized account of the users that can help them in searching their history as well as online recommendations for procurement of the books and making the library collection richer.

The Central library also has an ICT based digital resource browsing facility having 220 personal computers, CCTV cameras where users can access all e-resources as well as the National Digital Library resources. We also have a fully developed Electronics Theses dissertation (ETD) laboratory with the highly sophisticated scanner of Book-eye as per requirement of Shodhganga.

In this centre, the digitization of the thesis is in progress and 332 theses have already been uploaded in the repository -Shodhganga. Library is receiving 6005 plus E- Journals through E-ShodhSindhu and many millions through National Digital Library.

The Nalanda Central Library has a hybrid collection of 183698 printed books, 11454+ E-books, 4748 back volumes of Indian/Foreign scholarly journals and 1947+ Ph.D. theses. The Central library also has reach collection of Indian knowledge system and Indian languages books. Since the university is Wi-Fi enabled Campus, therefore, the E-resources of the library can be easily accessed by students and faculty members from anywhere on the campus. From time to time, subscription to e-resources and journals are being made by the library.

The library is optimally used by the faculty and students with adequate number of footfalls. Also, the library catalogue and E- resources are getting adequate number of hits. The average footprint of teachers and students in the library per day is 540 and the average number of e-access per day is 202. This is in addition to the departmental library services provided to the students and faculties.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the Paste link for additional information	<a href="#">View Document</a>

**4.2.2**

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 10.41

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
640.04	686.68	105.65	497.26	219.35

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:**



The University started NKN connectivity with the bandwidth of 10 MBPS, which was updated to 100 MBPS in the year 2010 and 1GBPS in the year 2014. The University has launched a free Wi-Fi facility in the campus under the Campus-Connect project of Ministry of Human Resource Development (MHRD), Government of India (GoI) in the year 2017. The academic and administrative areas of campus, including the University Hostels and guest houses are free Wi-Fi enabled providing 24×7 internet access to the students, officers, teachers, staff members and guest. In addition, NKN based optical fiber campus network is also operating on the campus. The optical fiber cable covers almost all administrative and academic areas including the hostels, staff quarters and provides LAN based internet facilities upto the desk of faculty and laboratories. The new academic building complex and hostels are also equipped with internet connectivity through free Wi-Fi and the optical fiber connection has also been extended.

The university website provides all basic information about the administrative, academic, research, amenities and mandatory disclosures. The website is designed bilingual and hosted on NIC server. Important notifications related to recruitment, admissions, tenders, examinations are uploaded regularly to increase the transparency in the system. The IT cell is engaged in regular updates of the existing website and developed in-house new website with the help of the students from School of studies of Engineering and Technology.

In order to transform the university as a paperless institution and to execute academic, administrative, and financial processes online, the university has installed an ERP-based e-governance system called IUMS. From 2020 the SAMARTH portal developed by University of Delhi has been in use. Currently, modules such as academic, employee management system, admissions, fees management system, examination, and results, RPMS etc. are operative. The IT Cell also performs activities like monitoring the smooth and uninterrupted supply of Internet and Wi-Fi facility with the help of RailTel India, which deployed its manpower on the campus to resolve technical issues from time to time.

University is providing mail ID facilities through the NIC server with the extension ggu.ac.in to its all faculties and research scholars. The University purchased 375 advanced i7 processor-based computers to strengthen its ICT infrastructure and develop facilities for the in-house students as well as for conducting online CUET and other online tests for UGC, AICTE, NTA, etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 4.51

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

**Response:** 1948

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	<a href="#">View Document</a>
Purchased Bills/Copies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3.3

**Institution has the following Facilities for e-content development and other resource development**

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2.Lecture Capturing System(LCS)**
- 3.Central Instrumentation Centre**
- 4.Animal House**
- 5.Museum**
- 6.Business Lab**
- 7.Research/statistical database**
- 8.Moot court**
- 9.Theatre**
- 10.Art Gallery**
- 11.Any other facility to support research**

**Response:** A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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**

**Response:** 33.6

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1629.77	1347.25	1337.48	1250.97	1367.44

#### File Description

#### Document

Institutional data in the prescribed format (data template)

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA 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](#)

### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

GGV has a dedicated Engineering Section having qualified and experienced personnel such as University Engineer, Assistant Engineer, Sub-Engineer (Electrical & Civil), Tracer, Plumber, Mason, Electricians and other supporting technical and administrative staff. Further, the University has a full-fledged Civil Engineering Department whose faculty members are assigned duties to support the Engineering Section for carrying out their technical and supervision activities of day to day assignments. The Engineering Section looks after the periodic renovation, repair and maintenance of Building infrastructure, water supply system, sewerage system, electric supply system, etc. available on the campus. Civic facilities are

maintained under close monitoring of the Engineering section. Routine maintenance and housekeeping of the whole campus are carried out by an external agency and out sourced. The special maintenance and repair works are executed through the Public Sector Units. The user department request for a specific service in the Engineering section that is taken up by the Engineering section in due time.

The classrooms are used for delivering lectures, tutorials and conducting various examinations in such a manner so as to utilize them to the maximum possible extent. Similarly, sophisticated instruments and laboratories are regularly used by students of various programmes for conducting lab classes, practical examinations and research activities. Proper utilization of the classrooms and laboratories are over seen by the in-charge and laboratory assistants. Classrooms and laboratories are monitored on regular basis by the concerned Heads of Departments along with teaching and non-teaching staff and the maintenance request is raised by the Head of the Department based on the monitored report. University allocates specific budget to the departments for maintenance of the minor instruments based on the requirement raised by head of the department. The maintenance of major instruments and computers is carried out by the R&D cell in coordination with Stores Section of the University as per the standard procedure of GFR through AMC. The facilities available in the Multipurpose sports complex are utilized by the students and staff under the control of the concerned in-charge. Engineering section looks over the maintenance of the playgrounds after the periodic supervision. Seminar halls and auditorium are used for organizing various academic meeting, seminar, conferences and cultural events.

The central library is headed by a Librarian, through its qualified library personnel, assuring a high level of services and effective utilization of the library by the students and faculty members. The procurement of books, e-books, journals and e-journals are done by inviting requisitions from concerned departments. The central library is also open on holidays for faculties and students other than the working days. All the records related to the library resources are maintained on daily basis by the library staff. The common facilities such as guest houses, auditorium, gymnasium and cafeteria, are utilized effectively by the students and staff under the control of the concerned in-charges.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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:** 62.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
6249	6128	5329	2651	2385

#### File Description

#### Document

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

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

As per the guidelines of the UGC, University has established an EQUAL OPPORTUNITY CELL (EOC) on the campus to provide a level playing field to the students from underprivileged sections by providing them counselling and coaching for various examinations. University has also established Dr. Ambedkar Centre for Excellence (DACE) to provide quality coaching for the students belonging to SC category.

The centre has 100 students for 2022 who have successfully appeared in various examinations. Apart from this, University has established Training and Placement Cell that is actively involved in providing training for communication and personality development along with professional training in identified areas for placement of the students. University has also established a psychological counselling cell where the students are guided by experienced teachers regarding the time management, stress handling and other skill which are quite important in the 21st century job market.

### **Activities of EOC FOR SC/ST/OBC (NONCREAMY LAYER) AND MINORITY COMMUNITY STUDENTS**

#### **1. REMEDIAL COACHING**

Remedial Coaching has been organized with the following objectives, to

- a) Improve the academic skills and linguistic proficiency of the students in various subjects.
- b) Enhance their level of comprehension of basic subjects to provide a stronger foundation.

#### **B) COACHING CLASSES FOR ENTRY INTO SERVICES**

Coaching scheme for entry into services has been organized with objectives to:

- i. Prepare students to gain useful employment in Group 'A', 'B' and 'C' in Central services, State services and equivalent positions in private sector.
- ii. Orienting students for specific examinations such as UPSC Civil Services, State Public Services, Bank recruitment etc. Specialists and professional are also invited from time to time to guide the students and clear their doubts.

#### **C) COACHING FOR NATIONAL ELIGIBILITY TEST OR STATE ELIGIBILITY TEST**

The main objective of the scheme is to prepare Scheduled Castes, Scheduled Tribes and Minority

Communities candidates for appearing in NET or SET so that sufficient number of candidates

becomes available for selection as Lecturers in the university system. The UGC has sanctioned a sum of Rs 38 lakhs for the schemes (Sanction order attached)

#### **Measures taken under the Training & Placement Cell (TPC)**

The TPC gets advice from the Deans meeting conducted before every academic session and prepares its annual calendar for training and placement activities. In each school, training and placement coordinator organizes these activities in coordination with TPC. The TPC participates actively in induction programs at the starting of the session where the freshers coming to the university are guided by Training and Placement Officer regarding the T&P opportunities. With this apt opening, the Placement cell gears up to conduct training programs including the skill development programs in coordination with Skill Development Cell (SDC).

University has also developed a vibrant, dynamic and innovative entrepreneurship and start-up eco system wherein students are encouraged, motivated, trained and guided for incubation based start-up opportunities. Thus, 360° career opportunities, professional guidance and psychological sustenance has been integrated in getting the students proper direction and training to choose their career path.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.1.3

**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, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

**Response:** A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	<a href="#">View Document</a>
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	<a href="#">View Document</a>
Report with photographs on Language & communication skills enhancement programs	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Report of Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

#### Percentage of placement of outgoing students during the last five years

**Response:** 41.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
892	733	477	700	658



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 in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

#### Percentage of graduated students who have progressed to higher education year-wise during last five years

**Response:** 40.14

##### 5.2.2.1 Number of outgoing students progressing to higher education

2021-22	2020-21	2019-20	2018-19	2017-18
643	653	635	590	600

File Description	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 in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.2.3

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 6.14

### 5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Response: 701

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 89

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	11	13	7	10

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

**Response:**

Guru Ghasidas Vishwavidyalaya constitutes the Students Council (GGV-SC) in accordance with the GGV Students' Council regulations 2011, as per the recommendations of the Lyngdoh Commission. The council is formed regularly in each session, but due to the unavoidable circumstances of the COVID-19 pandemic, the University was unable to establish the Students Council for the 2021-22 academic year and there on. However, in the current session the student council formation will be taken up as per the norms.

The Students Council serves as the apex body for student affairs and operates under the patronship of the Vice-Chancellor. The Chairman of the GGV-SC is the Dean Student Welfare, GGV, and the executive head of the council is the elected President of the GGV-SC. It consists of twenty nominated and twenty elected members. The GGV-SC plays a proactive and crucial role in creating a student-centric ecosystem on campus. Its primary functions and activities include providing suggestions to improve the academic environment, enhancing hostel accommodation, addressing student grievances, organizing cultural and sports activities (detailed functions and activities are defined in clause 4 of the GGV Students Council Regulation 2011).

The Students' Council actively engages in meetings with the competent authorities to discuss and present their suggestions for improving the academic environment on the campus. The suggestions and feedback received from the GGV-SC serve as a foundation for improving the student support system. In the past, the Students' Council has discussed various resolutions related to changes in the CBCS system, remedial and coaching classes, appointing a lady doctor, opening new outlets for food parlors, increasing the number of water coolers at different locations in the University, providing better parking facilities for students, and establishing changing rooms for girls in each department, among others. Unfortunately, due to the pandemic and delayed academic calendars we were unable to constitute the GGV - SC and obtain suggestions. However, the students' opinions were received through student feedback and nominating them in various statutory bodies including IQAC.

In addition, the Students' Council engages in various other activities on campus, such as initiating awareness campaigns and organizing school festivals. Students also serve as members in other committees, including the Grievance Redressal cell, Anti-ragging Committee, Hostel Mess and Library Committee, Young Managers' Club, Gender Sensitization Committee, Innovation Club, Uddan Magazine, Urchins theatre group, GGV Newsletter, Tarang Band, Abhinartan, and more.

Furthermore, the members of the Students' Council actively participate in various social and extracurricular activities on campus, such as blood donation camps and cleanliness drives. The council plays a significant role as one of the major organs of the University, contributing to the complete structure of the institution through its active participation and continuous engagement in various student-related activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

**Response:** A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Alumni contribution during the last five years to the University through registered Alumni Association**

**Response:** 107**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2021-22	2020-21	2019-20	2018-19	2017-18
107	0	0	0	0

<b>File Description</b>	<b>Document</b>
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	<a href="#">View Document</a>

**5.4.2****Alumni contributes and engages significantly to the development of institution through academic and other support system****Describe the alumni contributions and engagements within a maximum of 500 words****Response:**

The alumni association of Guru Ghasidas Vishwavidyalaya (GGV) was established through Order No. 10/Dev./2015 and is duly registered under the Society of Registrations in Chhattisgarh with the registration number 122202252450. The primary objective of the association is to maintain a comprehensive roster of all alumni, ensuring that their relevant data is up-to-date and easily accessible. One of the key roles of the alumni association is to encourage and promote a sense of camaraderie among the alumni themselves. It strives to create a supportive network where graduates can connect with fellow alumni, share experiences, and collaborate on various initiatives. By organizing activities and events that bring alumni together, the association aims to strengthen the bond between the alumni community and the university. Furthermore, the alumni association serves as a bridge between the Alma Mater and its graduates. It acts as a reliable source of information, providing updates about GGV, its achievements, and the accomplishments of its faculty and students. By disseminating this information, the association ensures that alumni stay connected and informed about the progress and advancements of their Alma Mater.

The association actively supports the development of the university by assisting in fundraising efforts. It recognizes the significance of financial resources for growth and improvement. Therefore, the alumni association collaborates with GGV to obtain funds for various developmental projects. Alumni are encouraged to contribute to the betterment of their Alma Mater, both financially and through their expertise and networks. In this regard, the alumni association of GGV has created a fund of more than

107 Lakhs to develop the alma mater.

Moreover, the association extends its support to recent graduates by guiding and assisting them in their transition from academia to the professional world. It helps them stay engaged in productive pursuits that benefit society, providing mentorship, career guidance, and opportunities for skill development. By nurturing the talents and potential of recent alumni, the association aims to create a positive impact on the community. The association actively organizes alumni meetings, invites alumni to deliver motivational and professional lectures, and facilitates various alumni activities. Apart from the registered University Alumni association, departmental alumni chapters are active in organizing alumni activities at departmental level. The chemistry, Physics, Forestry, Pharmacy, Engineering and Technology, Management and Physical Education organized such activities during the assessment period and contributed in the growth of the University. The details of these events are given in the additional information uploaded.

In summary, the alumni association of GGV plays a crucial role in nurturing a strong and enduring relationship between the institution and its alumni. GGV alumni association has demonstrated its commitment to maintaining an active and vibrant alumni network. Through its diverse objectives and activities, the association ensures that graduates continue to be an integral part of the university's journey, contributing to its growth, development, and legacy. In a recent meeting, Alumni has chalked out it's future road map and showed it's commitment to work in hand in glove with the University for the overall growth.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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 University implements its vision and mission through various academic programs, governance policies & procedures. We constantly update the curriculum framework of the academic programs so as to make them innovative as well as aligned with the learning outcomes as defined in NEP 2020.

In 04 years UG programs, value based holistic education is included by integrating NSS, NCC, Sports, Yoga, Bharat Bodh, constitution values, Samagra Vyaktivikas etc. as per the national curriculum framework.

The inclusiveness is inherently incorporated in policy documents including the admissions to various programs, providing facilities to students coming from economically and socially weaker sections. Apart from the strict implementation of constitutional provisions in terms of reservations to various classes, we lay emphasis on inclusion of these sections by opening up entrance test centres in remote tribal areas and special drives to attract SC/ST students. University has also launched a scheme Swabhiman Thali to provide lunch on nominal rate to students coming from poor background ensuring that their studies are not affected due to economic constraints.

University leadership is evolving through participatory management and the strategic plans and goals designed are based on providing quality education as envisaged in NEP 2020. GGV is one of the leaders in NEP-2020 implementation as is evident from the strategic plans and goals developed and implemented by the University.

The University is governed through Act /Statutes / Ordinances/ Regulations which are constantly updated through statutory bodies in the spirit of decentralization and participative management. Adequate participation of various stake holders has been ensured in different bodies so as to encourage participative decision making while framing the university policies and programs.

University has encouraged Technological Enabled Learning by adopting blended mode learning and developed adequate smart class rooms as well as state of art MOOC lab. We have also started capacity development programs specially to include ITC tools in learning. The curriculums are designed so as to incorporate skill, innovation, experiential learning and advanced skills including ML and AI in the most of the programs in order to cater the current and future needs of society.

The University has integrated teaching, research and innovation in a single platform by establishing Research and Development Cell. This is to provide startup ecosystem and entrepreneurial environment for value addition to knowledge as aspired in NEP-2020.

The university is making continuous efforts for improving the participative management and decentralization by taking feedback from various stake holders in addition to their presence in various bodies. The Vice chancellor and other statutory officers have been constantly aspiring to develop an ecosystem where team work and innovative ideas are encouraged. University has appointed nodal officers to perform specific tasks and Chief Nodal Officer to coordinate with all nodal officers. University is also involving other stake holders including Industry representatives, Alumni and Students in decision making by nominating them in different statutory bodies/committees. University has been involved in networking / collaborating with other organizations/industries/institutions through MoUs for exchanging the best practices from other institutions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The University has a comprehensive strategic plan which is available on its website [www.new.ggu.ac.in](http://www.new.ggu.ac.in). The overall plan has been divided into short term, mid term and long-term plan. These plans are prepared considering academic departments as a unit and are integrated into the University plan after due deliberations. The implementation strategy and phase wise road map is also incorporated in these plans.

University has set up Academic and Planning Board for a comprehensive planning of University at Academic level. The IQAC is established to suggest effective measures for quality improvement, enhancing the procedural efficiency for effective functioning of the university. University has well defined code of conduct for students, employees and faculty. The work place discipline and professional integrity is ensured by not only strict adherence to these codes but also through frequent motivational interactions and family environment that has been created and propagated at all levels.

The university has also constituted a task force for implementing National Education Policy 2020 (NEP2020). The task force prepared a strategic plan and goals for NEP-2020 implementation, which has been published and uploaded on university website. The NEP-2020 has been implemented as per this plan. The Learning outcomes-based curriculum framework, academic bank of credit, multiple entry exit provisions, enhancing experiential learning, internship and societal engagement through real life experience are some of the major elements of NEP-2020 that are already implemented. Curriculum frameworks are improvised with holistic and multidisciplinary approach. The University has signed MoUs to enhance the networking and collaborations with the institutions / Industry. University is also



strengthening entrepreneurship and startups opportunities for students, faculty members and researchers through Incubation Centre and TEC.

The academic programs and teaching learning processes are conducted as per the comprehensive strategic plan. The corresponding academic infrastructure for quality-based teaching learning is accordingly proposed by the academic departments in terms of the annual academic plans. These plans are prepared based on the feedback received from various stakeholders, targets to be achieved as per the comprehensive plan. These are discussed and deliberated upon critically at school level and university level. The input from these plans are submitted for budget preparation and infrastructural development is a finally taken up as per the plan and the budget availability based on the priorities as decided at university level. University has also developed a mechanism of academic auditing whereas emphasis is on shared initialization of resources as an austerity measure.

In order to encourage and motivate faculty and scholars to take up challenging and interdisciplinary problems for research, the R & D environment in the university is created so as to provide platforms and ecosystem for conducting such researches in niche areas. Finally, the learning environment is reoriented so as to integrate the experiential learning innovation and research as an integral part of academic programs.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

**Response:** A. All of the above

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

### 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:**

There is a system of annual performance appraisal of non-teaching employees / technical personnel. The formats for Annual Performance Appraisal Reports are circulated in the month of March every year to get the feedback regarding employees and it is used to assess the overall performance of the employee.

For faculty, the submission of annual self-appraisal is necessary and is considered for Career Advancement Scheme (CAS) promotion as per UGC regulations for promotion to next grade pay/ scale/ designation. In order to enhance the quality of academic performance of the faculty, 360 degree feedback is implemented from the current session in all programs. Moreover, university has constantly conducted FDP/QIP in advanced areas so as to keep our faculty updated. Special efforts are made for enhancing the blended mode learning and technology enable teaching.

Similarly, for the professional development of non-teaching and technical staff, various capacity building training programs have been organized by the Human Resource Development Centre (HRDC) of the University. Training in the areas of office management, administrative procedures and financial management is given to the non-teaching staff at intervals. We also provide opportunities to our faculty for participating in orientation, refresher, Guru-Dakshata program.

The teachers have been encouraged to pursue higher studies and have also been sponsored for attending national / international seminars and training programs for their capacity building. More than 1004 No. of faculty provided financial support to attend the academic events.

The University has evolved several welfare schemes for its employees including those announced from time to time for central government employees. These includes provision of LTC, reimbursement of ward's fee, provision of super numerary seats for the employees wards, medical reimbursement as per CGHS scheme, compassionate appointment in case of death of any employee.

Besides the above, the following incentives are provided to the employees

#### Financial Support:

- Seed money is provided to newly appointed faculty members.
- To attend Academic activities
- Maternity and paternity leave with salary.
- Festival advance is given to the Multitasking staff
- Interest-free Housing Loan.

#### Material Benefits

- Outpatient Department (OPD) in health care centre. Pathological test facility and health checkup, physiotherapy and leady doctor.
- Residential quarters 225 for the staff inside premises.
- 8 KM Optical fiber based campus network under NMEICT with free WiFi facility.

#### Emotional Needs:

- Psychological counseling cell.
- Day care centre (Kilkari) for the children of employees up to 6 years.
- Staff Grievance Redressal Cell to address the issues and grievances of the staff.
- Yoga, meditation, Sports & Games facility and Gym centre for stakeholders.

#### Recognition and Rewards:

- The employees are honored with Silk and Silver jubilee Awards for their remarkable service.
- Awards of excellence for teaching, research and extension services.

#### Avenues for Career Development and Progression

- Various other training program such as item writing, research project etc for teaching

fraternity, training on Public Finance Management System, MS-Office non-teaching staff, and waste management, operating fire extinguisher training for domestic staff.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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:** 70

##### 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

2021-22	2020-21	2019-20	2018-19	2017-18
264	274	175	90	149

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

#### Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

**Response:** 32.13**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
148	110	87	55	37

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1****Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

GGV is a Central University funded mainly by UGC/MOE/Central Government. University also obtains significant amount of funding from extra mural research funding, consultancy, endowments and internal receipt. Similarly, University utilizes the fund received from the UGC/MoE under recurring head to meet out the day to day expenses including non-Net fellowship to research scholars, pension and University contribution to NPS. University also received a large amount of infrastructural funds for building constructions under HEFA grants. The grant received from the UGC/MoE under Capital Head are utilized after the recommendation of building committee, purchase committee, finance committee and other statutory committees.

The internal receipts of the University are mobilized through students' fees, overhead charges from the research grants from various Government and non-Government agencies. Funds are also mobilized by the products development while providing the experiential learning and hands on training in different departments. For example Department of Pharmacy established a manufacturing unit for Ayush products, Department of Rural-Technology and Department of Forestry also developed a number of products and manures. Department of Botany have developed microbial fungicide, biocide and fertilizers that are ready for marketing.

The University has generated Rs. 2965.5 lakhs funds from research projects mainly from government agencies DST, SERB, AICTE, NTPC, AYUSH, C-Cost, CSIR, DBT, ICMR, ICSSR, IUAC, MOEF, NUEPA etc.. University has been motivating the alumni and received the donation of Rs. 1.04 Cr. from GGV alumni. The teachers of the university also donating the fund under 80G. The faculty members of University are providing consultancy to different organizations and collected fund of Rs. 79 lakhs , In addition to this university is also receives contribution under CSR for students amenities and campus development .

University also gets sponsorships from different institutions like SECL, NTPC, PNB, BOI, Allahabad Bank etc. for different seminars/ conferences. To increase the fund mobilization and resources the university and its departments are focused to increase research and development activities, consultancy services and sale of different products which are produced by different departments. University is trying to increase amenities like guest houses, hostels, cafeteria etc. which will lead to generate additional funds. In future University will also introduce some new Courses that will lead to increase internal receipts. In addition to these efforts University has a investment policy that provides the guiding principle and evaluate the investment of its financial assets so as to get maximum return on its invested funds.

The budget of the University is prepared in the beginning of the financial year. Executive Council of the University reviews and approves the entire budget as per recommendation and approval by Finance Committee.

The University has a well-defined mechanism for effective and efficient utilization of available financial recourses. The Finance Committee reviews the utilization of resources including Audit (Internal), budget and accounts. The Finance Committee makes recommendations for better handling of resource and effective mobilization of available funds.

University follows cent-percent transparency in use of funds and ensures optimum utilization of resources as per guidelines of GoI.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.4.2

**Funds / Grants received from government bodies/non government and philanthropists during the**

**last five years for development and maintenance of infrastructure (not covered under Criteria III and V )**

**Response:** 15324.68

**6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
2670.84	1728.42	1292.42	1250	8383

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.4.3

**Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

Established under Central Universities Act 2009, No. 25 of 2009 Guru Ghasidas Vishwavidyalaya is a centrally funded higher education institution (HEI). The institution has a well established mechanism for audit to ensure financial compliance. The university conducts proper verification of documents related to expenditures and follows a multistage approval system. Audit mechanism in the university is carried out at three levels to ascertain integrity, accuracy, consistency, transparency and compliance of the financial transactions.

- Day to day affairs and routine financial matters
- Post financial matters

- External audit conducted by CAG periodically

### Internal Audit

The Internal Audit of the university performs the financial check on all the matters related to finance. Documents related to expenditures, Bills, receipts, vouchers are scrutinized and verified under different heads on daily basis. The internal audit section of the university comprises of Internal Audit Officer, Assistant Internal Audit Officer, Coordinator and clerical staff. All the norms notified by the central Government from time to time and strictly adhere to. And the rules under the GFR-2017 are followed while dealing with matters involving finance.

Internal audit section validates the sources of revenue and expenditure details, they also scrutinize the bills receivable and payable and determine deductions under the statutory compliance. In case of any discrepancies are observed in documents submitted by the concerned stakeholders, internal audit committee raises objection and calls for clarification and alteration of the same. Internal Audit observations are sent to Departments/concerned offices and inturn request to comply/respond to the observations made by Internal Audit officer, after obtaining clarifications/justification from the concerned department or stakeholders, the files are reexamined for accuracy.

### External Audit

External Audit of the University is conducted by the Comptroller and Auditor General of India through the office of the Director General of Audit. As per the Government directives, external audits are conducted regularly right from the inception of the university.

### Mechanism for settling audit objections

The audit paras raised by the CAG are brought to the notice and attention by the Internal audit section to the concerned departments/sections/offices after obtaining permission from the competent authority. The replies/response to those paras received by the concerned departments are taken up for discussion jointly by both the finance and audit sections. By this way the university tries to make effective administration and managing finance prudentially, which leads to better administrative and financial excellence.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has**



**contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

IQAC acts effectively in planning, implementation and development of policies, procedures and activities in the university. GGV was reaccredited by NAAC in the year 2014 with a CGPA 2.72 (B grade) and the peer team suggested several measures for the quality enhancement. IQAC acted firmly in implementing the recommendations of the team and its striving hard to enhance the quality of teaching, learning, research, innovation, students progression and administrative processes in all these years. To be specific

1. The language lab for improving communication skills and personality development has been established and running successfully. The lab caters the need of English department, engineering sciences, Pharmacy department as a part of curriculum and for other students depending on the need.
2. Huge development in ICT, computer labs, smart class room facilities has happened on the campus and university has added more than 1000 computers with latest hardware configuration to the laboratories which are available to the students.
3. The university has developed several centres for improving the interdisciplinary nature of knowledge and to augment modern topics to the learning process.
4. The university has developed various grounds with latest facilities along with separate facilities for girls.
5. University strengthen its placement office by appointing placement in-charges in every department. This has led to drastic improvement in the placements happening on the campus.
6. University has established legal cell by appointing a law officer. University is trying its best in implementing for most transparent administrative practices.
7. University has established Kilkari (Crèche) for the children of the employees of the campus.
8. University has implemented CBCS for all courses and making its mark in implementing NEP-2020 in the country.
9. University has developed several policies in recent years along with human resource policy.

University has implemented all the recommendations of the peer team of NAAC 2014. IQAC GGV has developed several processes for quality enhancement.

The university has organized online Training Seminar for NAAC accreditation (July 19-21, 2021).The

IQAC has organised An awareness program on “Revised framework of NAAC Accreditation in collaboration with National Assessment and Accreditation Council (NAAC) on 26-11-2021. This program was organised for the faculty members of various universities and colleges of Chhattisgarh state.

The university has organized 10 numbers of workshops/ seminars/ meetings to speed-up the implementation of NEP-2020. Some of important programs includes National seminar on “????????? ?????? ?? ?????????? ?? ??????? ??????, ?????????? ?????? ?? ?????? ?????? ?????? ?? ?????? “ jointly organized by NitiAyog, BhariyaSikshanMandal and GGV on September 28, 2021. The NEP-2020 implementation taskforce has organized workshop on “Learning Outcomes based Curriculum Framework (LOCF)” during November 15-16,2021. The IQAC organised “One day workshop on Quality Research and Training in Higher Educational Institutes” on 08-01-22. The Consultation workshop with Civil Society groups on National Curriculum Framework is also Organized by GGV in collaboration with National Council of Educational Research and Training (NCERT), New Delhi on August 05, 2022. The NEP taskforce organized “Seminar on Incorporation of Indian knowledge System into NEP-2020 implementation” organized.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.5.2**

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	<a href="#">View Document</a>
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	<a href="#">View Document</a>
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.5.3

#### **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)**

#### **Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)**

#### **Response:**

The University has adopted many quality enhancement initiatives to improve the overall development. To mobilize resources through corporate social responsibility (CSR), University has received **94** bicycles and **2** battery operated vehicles. These vehicles and bicycles are used for the students in the campus to make campus environment friendly. To motivate and boost the morale of the teachers, promotions of deserved teachers was given through Career Advancement Scheme. The research policy of the university is framed and is being implemented. The University has got sanctioned Technology Enabling Centre (TEC) by DST. In addition to this two departments Zoology and Applied Maths have got sanctioned of FIST program recently.

MOOC centre was established in the University.

To offer financial autonomy to departments, budgetary provisions were made to cover the requirements for equipment, furniture, books, chemicals etc. ICT facilities were strengthened to facilitate blended mode teaching learning 25 classrooms equipped. NEP 2020 is implemented in the university, with thrust on holistic and multidisciplinary education, Learning Outcome Based Curriculum Framework (LOCF), was

adopted in UG programs and Choice Based Credit System (CBCS) has been introduced. Focus was also made on employability, entrepreneurship and skill development programmes.

In the year 2021 GGV participated in UI Green Metric World ranking and secured 673th rank in the world.

IQAC has initiated a process for identifying “Best research Paper in the school” and Best Teacher for an academic session. IQAC has taken the feedback from various stake holder, analyzed it and takwn the steps to improve the teaching and learning process and also updated the syllabus. Activities and support from the Alumni Association has also been taken from Alumni by way of student interaction and motivation. E-governance has increased by implementing all the modules of SMARTH, developed by MoE through IIC, Delhi. This has resulted the improved transparency in the system. Cashless & digital transactions have been made mandatory for all financial management. PFMS was implemented successfully.

2 MW Solar Power installations have been done. A well-structured mentoring system has been introduced where students are divided in groups and a mentor is appointed to act as a link between students and the Head of the departments. The University participated in NIRF ranking process on regular basis. The University has filed 188 patents at both national and international levels. University subscribed **11454** e- books and more than **6005** e-Journals through sodhsindhu. University has actively participated in various MOE/MoE sponsored schemes like **Ek Bharat Shreshth Bharat Scheme, Unnat Bharat Abhiyan scheme, and SwachchhataAbhiyan**. The University has signed Tri-partite MoU between MOE/MoE, Department of Higher Education & University Grants Commission (UGC) for 2019-2020; MoU with Chhattisgarh State Power Generation Company limited; MoU between GGV and Centre for Studies on Holistic Development, Raipur Chhattisgarh (2019-2020), MoU between MOE& GGV for Implementation of Scheme PanditMadan Mohan Malviya National Mission on Teachers and Training.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 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:**

Maintaining gender equity in all aspects of the functioning of the Institution is one of the important objectives for building a conducive and gender neutral environment. GGV is committed to implement the UGC mandate of providing an academic ambience and ecosystem to all its stakeholders, particularly women. University has a zero tolerance policy for any kind of gender discrimination and is committed to ensuring gender equity. During the assessment period, no cases of gender discrimination were documented.

All Government of India / State Government schemes for promoting girl student's educational endeavours are implemented and their outcome are monitored. University has provided library fee waiver to 7180 girl students in last three academic sessions. The vibrant university eco-system and the effective implementation of stakeholder's codes of conduct ensure respectful behaviour not only towards female students, scholars, faculty and staff but also towards society as a whole. The University conducts an annual Gender Audit to analyse the ground reality of gender equity on campus. Throughout the process, the audit team members deliberate extensively with officers, faculty members, employees, students, scholars to explore the pragmatic status of the gender equity, gender mainstreaming, gender balance, and so on. Further, the exercise identifies the gender gaps by collecting data on male-female representation, participation, benefits, and other aspects of gender neutrality. Through this audit process, we are able to track the level of gender equity and take suitable corrective measures whenever necessary.

University has a policy on Gender Equity and accordingly provides equal opportunities for girls and boys in all curricular, co-curricular and extracurricular activities. The university provides gender neutral career progression services such as UGC / CSIR / NET coaching classes and remedial coaching classes for students who need academic assistance. The DAC centre also supports SC category students for competitive examinations. In every academic year, university also selects gender champions in order to promote and sensitize gender equity.

The university's Psychological Counseling cell also counsels the young learners to respect the Indian values, particularly respect for women, which contributes to gender equity and a blissful eco-system.

To promote confidence in female students and provide a calm and soothing environment, the university provides girls' common rooms in all departments, with sanitary vending machines in most of the places. The campus, including classrooms, corridors and campus main roads is under CCTV surveillance, providing a sense of safety and security among all stakeholders especially female students and staff.

The university observes International women's day with full enthusiasm. The Women Study Center of the University has been very active to provide platform for deliberations and discussion and organizes various activities throughout the year. Regular camps are organized to impart self-defense skills to the girls. The increasing number of female students joining various programs over the last five academic sessions demonstrates the university's commitment to gender equity.

Academic Year	Girls Admitted
2017 - 18	3007
2018 - 19	3098
2019 - 20	3314
2020 - 21	3854
2021 - 22	4151

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:**

**Solid Waste Management:**

The university is very sensitive towards waste disposal and has developed a well established mechanism for the disposal of waste generated on the campus. The solid waste disposal mechanism has three phases:

- Waste collection
- Waste segregation
- Final disposal/transformation into manure (manure /biogas)

The university has placed blue and green colour dustbins in several common areas across the campus. The waste collected from academic, administrative and residential area of the campus is collected and segregated into degradable and non-degradable waste. The solid non-degradable waste is accumulated in the trench from where it is transported for proper disposal outside the campus (in a place identified by the municipal Corporation).

Three Bio-gas plants have been setup in the university to produce bio-gas from solid degradable (the left over food, decomposable organic materials and kitchen waste) wastes. The gas produced is used in the kitchen of the University Cafeteria, Boys Hostel and Girls hostel. The slurry from the bio-gas unit is used in organic manure production for the garden.

The bio-degradable waste such as plant leaves collected from the campus is used to prepare organic manure, which is utilised in the university nursery for seedlings production etc. and also sold.

**Liquid Waste Management:** The liquid waste emanating from the university buildings (offices, hostels, residential area and teaching departments) is disposed off either through septic tank or soak pits or STP associated with the buildings. The recycled water flowing out of the STPs are used in garden and wash areas. Further, all the upcoming buildings in the campus have provision of Sewerage Treatment Plant (STP) in their architectural design plan.

**Biomedical waste management:** The departments and health centre produce very little biomedical waste. Despite this, the generated waste is disposed off in a secure manner to prevent adverse effect on human and animal health. For this purpose MoU with housekeeping agency exist for the collection and safe disposal of biomedical waste from health centre, animal house, zoology and pharmacy department as per the standard procedures.

**E-Waste management:** University has a well defined IT policy and IT cell that implements the e-waste disposal as per the e-waste disposal policy. When possible, high-end systems and electronic gadgets are repaired and used for low-end usage. All outdated Electrical/Electronic gadgets, instruments etc. are collected, accumulated at a central store for its disposal through E-waste auction. University also

procures new instruments, batteries, and other items as a buyback policy to replace the ones that are already there.

#### **Hazardous chemicals and radioactive waste management:**

Hazardous chemical waste is only a very small portion of waste generated and is handled as per the university's policy on laboratory chemical waste management.

The university is having a national centre for acceleration based research and runs the three million electron volt (3 MeV) machine with the permission from Atomic Energy Regulatory Board (AERB). The radiation safety officer and the safety committee takes care of maintaining and monitoring of the safety provisions as prescribed by AERB. All radioactive sources and irradiated materials that may have any activity are kept in the cold room as per the protocol.

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

#### **7.1.4**

#### **Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



### 7.1.5

#### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

#### Response:

The university is located in suburban area of the Bilaspur city in Chhattisgarh, India. More than 74% of the University's land is covered in lush green forest. About 2645672.85 square meters of land area in the campus is covered with natural and planted forest. University has 291024.00 sq. m (11% area) forest under plantation of various species such as *Peltophorum*, *Eucalyptus*, *Mango*, *Syzygium*, *Ficus*, *Pongamia*, *Cassia*, *Acacia*, *Bauhinia*, *Bamboo*, *Albizia*, *Embilica*, *Anthocephalus*, *Mimosa elengi*, *Terminalia arjuna*, *Azadirachta indica*, etc. established as Miyawaki and miscellaneous forests.

As a step towards green campus initiative, university has adopted a smart building concept (GRIHA) and vertical expansion of building plans for present and future needs of infrastructure. Following criteria has been adopted in campus for smart building plans:

- Buildings are GRIHA enabled AAA and above
- Vertical construction is preferred
- Maximum usages of natural lights
- Total rain water harvesting units in all smart buildings
- Green belt/Oxyzone around each building
- Sewarage water is recycled and used for watering the gardens

The University took initiatives for (i) utilizing renewable energy resources, (ii) replacing the conventional electrical appliances with energy-efficient ones, such as LED, 5-star split ACs, sensor-based and solar panel street lights and thus reduced the conventional energy consumption from power grid significantly. The university has also taken steps to harness solar energy by installing of 2 MW roof top solar power plant with solar panels installed on the roofs of nearly all campus buildings that are connected to the grid via a common line.

The lush green campus has resulted into almost zero-carbon footprint. University has also provided 94 bicycles to students and encouraged the faculty/staff to use bicycles to cut down fuel consumption and carbon dioxide emissions. More than one thousand students and staff use bicycles for their mobility in the campus. The university promotes the use of e-vehicles to reduce carbon emissions and operates e-rickshaws to mobilize students, research scholars, university staff, and faculty within the campus. University also organizes Conferences, Seminars, and Workshops to sensitize society and bring awareness on climate change, environment, and sustainability. Roadside pedestrian-friendly pathways provide pedestrians with a safe walk-through on the campus. University has identified and notified certain areas as no vehicle / restricted vehicle zone in order to provide safe habitat and corridor for flora and fauna.

University has put a ban on the utilization of single-use plastic on campus. Students are discouraged to

use plastic on campus and are sensitized to make the campus plastic free. Slogans and posters are put on the walls of common places like canteens, play areas, etc., to educate students about the dangers of using plastic.

In addition, the university's academic and administrative blocks are surrounded by beautiful landscapes that feature avenue plants, seasonal flowering plants, and various species of plants to grow, nurture, and enhance the appearance and space.

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

#### **Response:**

The university is sensitive to the needs of people with disabilities (Divyangjans) on the campus and provides all essential amenities so as to provide barrier free environment. For the convenience of students with disabilities, ramps have been constructed in all academic buildings. The newly constructed academic buildings, hostels and other amenities are provided with lift facility for easy access to these areas by Divyangjan. Adequate provisions for the movement of Divyangjans have been made including wheelchairs, walkers, and other mobility aids.

Male and female individuals with disabilities have access to separate wash rooms in all campus buildings and common areas. Signage and display boards are placed at various places on the campus to convey department/office names on buildings, directions, important information, cautions etc. Divyangjans can walk safely within the campus through roadside pedestrian-friendly pathways.

For Divyangjan hostlers, the university offers a motorized tricycle for attending the classes. Human assistance to the Divyangjan are provided during examinations as per the norms. Students with writing disabilities, scribes are provided as per the rules and regulations of the university based on the directives given by the UGC/GoI from time to time.

The University library is having copies of e-books for many of the titles of subjects in various courses of study. The students can use these eBooks in PDF format. Students can enhance the font size for better view/read-aloud using browser software or read-aloud feature of the PDF reader.

University has been utilizing Microsoft's Read Aloud (Free Version), Foxit PDF reader and other freely available tools like TTS read (TTSread.com) as aids for students and faculty members with accessibility issues.

Under the GGV Sharavan Line (unique societal engagement program through trained student volunteers) specific services are offered to Divyangjan also as per the online request.

The University has been assigned the soci-economic impact study of six schemes of GoI under the Intellectual heritage project, Department of Higher Education, Ministry of Education, GoI, Cluster 13 on the theme "Empowering Divyang Inclusive Bharat: a study of Sab Ka Sath Sab Ka Vikash". We have successfully completed the study and submitted the technical reports to concerned ministries.

The University provides reservations for the Divyangjan and all efforts are made to fill these vacancies on a priority basis. Similar provisions are affected in the admissions to various programs for persons with disability. University also celebrates world disability day to spread the message of equity and respect for Divyangjan. University also offers a special B. Ed. Program on Hearing Impaired and Learning Disability recognized by RCI to provide quality teachers for Divyangjans's needs. University has also recommended several positive steps in the implementation of Technology Intervention for Disabled and Elderly (TIDE) after critically reviewing the impact of technology intervention through this scheme launched by the Dept. of Science and Technology (DST), Government of India, as per the direction of the Ministry of Education.

File Description	Document
Upload supporting document	<a href="#">View Document</a>

### 7.1.8

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

#### **Response:**

University is committed towards enhancing tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic diversities. The following initiatives in this regard are worth mentioning:-

1. The faculty members and students in the university represent almost all regions and states providing an environment of mini-India thus naturally enhancing the culture of diversity.
2. To inculcate the values of oneness among students, Independence Day, Republic Day, Constitution Day, Rashtrereya Ekta Divas, Guru Ghasidas Jayanti, International Women's Day etc. are celebrated.
3. Under the "Ek Bharat Shreshtha Bharat" program, university organizes various events and visit of the students and faculties to promote cultural and regional diversity.
4. During annual fests and cultural programs, aspects of Indian culture are exhibited through folk dance, folk song, dramas, art forms, etc., representing the great traditional cultural diversity of India. Similarly, in the hostels also students wear different attires representing different states, religions and cultures. The food festivals, organized by the students, offer variety of Indian foods.
5. University's musical band-"Tarang", theatre and Nukkad play group -"Urchins", dance group -"Abhinartan" and student's magazine – "Udaan" provides an environment to inculcate inter-personnel communication and writing skills among students.
6. Besides academic and cultural activities, the university has infrastructure for a variety of sports activities where students participate actively irrespective of any discrimination.
7. The university provides food during lunch time for the students on campus at a token money cost of rupees 10/- (Ten only) under "Swabhimani Thali" initiative. The students belonging to any caste, creed, and financial status can have their meals together inculcating socio-economic harmony.
8. The University has established Anti-Discrimination Cell for effectively controlling any discrimination based on religion, caste, creed, gender etc. against the students, faculty and staff in the campus.
9. The Equal opportunity cell provides facility of free coaching to students belonging to SC/ST/OBC communities and others needing assistance in their academics as an effort to support socio-economic diversity.
10. University's Dr. B. R Ambedkar Centre of excellence imparts free coaching classes for scheduled caste students with the strongest goal of serving the socially disadvantaged people and instills the culture to serve the nation and the community
11. Celebration of the Hindi Divas and Matrubhasha Divas is reflective of its linguistic harmony promotion in the campus. University has contributed in translating hindi/English books into Tamil, Telugu, Oriya, Bangla, Malyalam, Punjabi Hindi, Marathi to promote higher education in Indian languages.
12. University organizes programs on various aspects of Indian Knowledge system including "Bhartiya Gyan Parampara Avam Advyat Vedant Darshan", "Charitra Nirman Evam Vyaktitva Vikas", etc., providing Pan Indian approach towards ethics, and spirituality.
13. NSS volunteers of the university are instrumental in creating sensitisation about community services.
14. University's "Behaviour Club" provide students to imbibe learning to Social Behavioural Change Communication (SBCC) and develop Champions for Change.
15. Students are allotted rooms in the university hostel according to the course of study to let the students belonging to different parts of the country interact, mingle and have an inclusive environment.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

Guru Ghasidas Vishwavidyalaya undertakes initiatives in organizing various events and programs to sensitize its students and employees towards the constitutional obligations.

On Constitution Day, students, faculty and staff take oath to follow the constitutional obligations. Speech, debate, drama, dialogue, quizzes, essay writing, mock parliament, youth parliament etc., are organized to inculcate the constitutional values among the students.

A generic course “Constitutional Law” is offered to the students of all departments. Similar courses on “Indian Constitution” are available to help students understand their constitutional responsibilities.

Electoral literacy club conducts “voter awareness” programs and undertakes several activities among the social groups to strengthen the democratic process.

Vigilance Awareness Week is celebrated every year to encourage all stakeholders to collectively participate in the prevention of, and the fight against corruption and to raise public awareness regarding the existence, causes and gravity of and the threat posed by corruption.

Social inclusion is stimulated through various extra-curricular activities and extension programs organised by NCC, NSS, Ek Bharat Shrestha Bharat, Unnat Bharat Abhiyaan.

Legal aid is provided through Legal Aid Clinic, whose functions include raising legal awareness and to assist the poor who are denied equitable access to justice by the faculty and students of Law.

Environmental studies are offered to all graduate students. Vishwavidyalaya conducts awareness programs and mobilises the students in the drive on ban of plastics, cleanliness, Swatch Bharat, etc.

Every year, the Vishwavidyalaya observes all national, international days, birth and death anniversary of legendary persons. Independence Day, Republic Day, Teacher’s Day, Constitution Day, International Human Rights Day, Anti-Terrorism Day, Vigilance Day, World Environment Day, Birth Anniversary of Mahatma Gandhi, Sardar Vallabhbhai Patel, Subhash Chandra Bose, and others are among them.

As a part of its war against COVID-19, the university through NSS volunteers conducted awareness programmes about the virus and its prevention in nearby and rural areas. University Health Centre also conducted vaccination drive for students, staff and nearby residents from time to time.

It is a matter of pride that the Vishwavidyalayahas twenty-one NSS units on campus, and one NCC platoon on campus are attracting the students for their engagement in Nation Building and National Security.

Every year on the occasion of Armed Force Flag Day, a contribution is collected by deduction from salary of the employees, and the amount collected is deposited at the District Army Welfare Office, Bilaspur, Chhattisgarh.

Various departments of the Vishwavidyalaya and NSS units are actively involved in a variety of activities aimed at instilling principles for responsible citizens. Among them are the Blood Donation Camp; Swatch Bharat Abhiyan; Cleanliness drives and the Plantation drives.

Under the GGV Sharavan Line (unique societal engagement program through trained student volunteers) specific services are offered to Divyangjan also as per the online request.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>

#### 7.1.10

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented as per NAAC format provided in the Manual.**

**Response:**

#### **BEST PRACTICE - I**

##### **Title of the Practices: Green and Environmentally Sustainable Practices**

The practices implemented at Guru Ghasidas Vishwavidyalaya (GGV) aim to promote green and environmentally sustainable initiatives on campus. These practices include:

**Sustainable Renewable Energy based campus:** GGV installed a 2 MW rooftop solar power plant to harness solar energy and reduce conventional energy usage.

**Water Conservation Practices:** Rainwater harvesting systems are in place on all buildings and water bodies are inter-connected to recharge and improve ground water levels. Three natural water bodies have



been converted into water storage ponds.

**Plantation Drives:** The University conducts massive plantation drives to increase the green cover and biodiversity. Indigenous, rare, and endangered species of plants are planted, along with bamboo and fruit orchards.

**Net Zero carbon footprint campus:** GGV aims to achieve a campus with net zero carbon emissions through renewable energy usage and green practices.

With the focus on nature conservation, students are actively involved in environmental protection and conservation activities like nature trails, bird watching, rescue of wild life and plantation drives.

The university promotes the use of energy-efficient appliances, e-vehicles, and bicycles to reduce carbon emissions. It organizes awareness programs and workshops on global warming and climate change, environment, and sustainability.

GGV discourages the use of single-use plastic on campus and sensitizes students about dangers of plastic pollution.

A 2 MW solar power plant, extensive plantation activities, and recognition as the 503rd World's Most Sustainable University campus in the 2022 UI Green metric World University Rankings are evidences of success.

By combining renewable energy, water conservation, and extensive plantation efforts, GGV is committed to creating an eco-friendly and sustainable environment in campus.

## **Best Practice II**

### **Title: Swavalambi Chhattisgarh Scheme - Empowering Youth through Entrepreneurship and Skill Development**

The Swavalambi Chhattisgarh scheme aims to foster self-reliance among students in higher education institutions by creating an enabling environment for them to meet their educational expenses and future needs of earning. Inspired by the call for Atma Nirbhar Bharat (Self-Reliant India) by Prime Minister Narendra Modi, the scheme seeks to reduce the dependency of educated youth on government jobs.

The practice involves a web portal that connects students with job opportunities from various sectors within the state. Companies and individuals can register on the portal to offer employment or part-time opportunities to students with relevant expertise. This approach not only provides students with financial support during their education but also offers real-world work experience, enhancing their professional skills and confidence.

To further promote self-employment and entrepreneurship, the scheme provides entrepreneurial training opportunities in various areas. The evidence of success includes a significant number of student registrations, experiential learning opportunities offered, and successful start-ups resulting from the scheme.

Challenges faced include maintaining regular communication between companies and entrepreneurs and

providing adequate skill, training and motivation. Resources are required for dynamic interaction with industries and MSMEs, along with continuous support for skill development and personality grooming.

Overall, the Swavalambi Chhattisgarh scheme demonstrates an innovative approach to empower students, promoting self-reliance and entrepreneurship, aligning with the vision of AtmaNirbhar Bharat and the National Education Policy 2020.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 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:**

**Distinctive features of Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)**

**National Centre for Accelerator Based Research**

**(Joint Ion Beam Centre of GGV and IUAC New Delhi)**

**Department of Pure & Applied Physics**

**Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)**

**(Supported by University Grants Commission (New Delhi) &DAE-BRNS)**

- **Bringing Ion Beam Technology on Academic Campuses**
- **Promoting Interdisciplinary Research in Niche Areas**
- **Providing Innovative Cluster based Translational Research**
- **Offering Indigenous Technological Solutions to Industries**
- **Flagship Program of the University**

**Objectives**

Energetic ion beams have come up as a versatile tool in almost all areas of science & technology ranging

from fundamental researches in nuclear and particle physics, probing solid-ion interactions in material science, developing radioisotopes and special medicine for oncology, controlling the material properties, PIXE based environmental research, trace element analysis, agriculture sciences, in-house security at ports, medical and bio-medical treatments, detecting the fake artefacts, paintings etc. In India barring inter-university accelerator Centre (IUAC) at New Delhi, small PIXE based facility at Chandigarh, focused ion beam facility at IIT Kanpur, all major accelerator facilities are under DST. Consequently, the interdisciplinary research based on energetic ion beams and its application in industry has not picked up momentum in the country. Further the current reactor technology for useful energy usage of nuclear energy requires paradigm shift as the nuclear fuel available in the country (Thorium) is not suitable for the existing reactor technology. Therefore, Accelerator Driven System (ADS) are the top priority for Atma Nirbhar Bharat as stated by the Minister of Science & Technology in the parliament.

Guru Ghasidas Vishwavidyalaya, therefore, has taken up a bold step for establishing a 3.0 MV Pelletron Accelerator in 2009, which was named as “National Centre for Accelerator Based Research” under the MoU between university and DAE while awarding the mega project under DAE-BRNS scheme. The basic objective of the centre has been to boost the Research & Development in interdisciplinary areas of Science & Technology and to bring the ion beam technology on the university campus to provide internationally competitive environment for research in the niche areas of science.

Consequently, establishment of 3.0 MV Pelletron accelerator facilities has been initiated in March 2010 and in November 2014 the facility was commissioned as National Centre for Accelerator Based Research. UGC provided its approval for financial support to the machine and building to be adjusted in 11th plan or in the first grant of 12th plan. GGV also signed MoU with IUAC, New Delhi while establishing this facility and the collaboration with IUAC was very involved and active from the inception of the facility. Also in 2015, UGC sanctioned the 08 technical positions for its operation and a position of Professor earmarked for the centre. All radiation safety requirements as per the guidelines of Atomic Energy Regulatory Board (AERB), have been followed and due permissions for various stages has been obtained. In June 2013, Department of Atomic Energy (DAE) Government of India under Board of Research for Nuclear Science (BRNS) approved the program for financial assistance in phased manner and sanctioned 8.5 Crores releasing 4.5 Crores for the first phase. The DAE-BRNS project (first phase) was extended up-to March 2021.

GGV accelerator facility was a flagship program started by any university under plan grant. It was later on supported by UGC in terms of building, skilled manpower and faculty. Moreover, it was the only full-fledged accelerator facility in University set up. During the XIthXIIth plan DST funded several mega proposals for establishment of accelerator/ion sources in project mode. The DST realised that the life of such facilities was reasonably long and the long term sustenance of such facilities beyond the project durations needed some special support. Accordingly the then DST secretary requested UGC chairperson to consider the matter. UGC chairperson constituted a high level committee under the chairmanship of Prof. S. K. Joshi. The committee deliberated with the centre-in-charges of the host institutions and resolved to sign the MoU with IUAC and UGC to provide necessary funding and management board, to these ion beam centre (IBC). Guru Ghasidas Vishwavidyalaya signed MoU and submitted the same to the Convenor of the Committee.

After the commissioning of the facility to the nation by the Secretary, DST in 2014, the center started using the ion beams and developed a network of users nationwide. National users of this facility include ITER Ahmedabad, IUAC New Delhi, Mysore University, Chennai University, University of Allahabad, Amity University, Noida, Technos Pvt. Ltd., Jaipur and other several internal faculties. The centre

organised several workshops for sensitising inter-disciplinary users towards energetic ion beams and their usage in research. We have also introduced “Accelerator Physics” as a core paper in PG programs. In addition, several students completed their PhD and PG project work. The facility has produced excellent outcome including international publications, technical reports, invited talks, and presentations in international & national conferences.

The facility is also of utmost importance as the energy range covers the synergistic region with very high current (highest current accelerator in its category in the country). Moreover, it becomes the centre of excellence for collaborative, cluster based multidisciplinary, translational research. The facility is also very useful for the industries especially for automobiles, oil exploration, steel manufacturing, agritech, internal security and PIXE based artefacts identification.

This accelerator facility is unique in the country as the high current (50 micro-amp @ 6 MeV) and may be extended for neutron generation facility. The present accelerator can produce high neutron flux ( $4.5 \times 10^9$  neutrons/cm<sup>2</sup>/sec) as it has high proton beam current of ~50  $\mu$ Amp. This provides the unique opportunity in future for neutron-activation cross sections measurements especially in low energy region nuclear physics community for extensive studies in the areas related to nuclear astrophysics, neutron-induced reactions, measurements of neutron scattering cross sections, sub-barrier fusion reactions.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Following innovative initiatives are launched-

**Swavlambi Chhattisgarh Programme:** This is a self-reliant flagship program for enabling the students to meet their educational expenses through experiential learning.

**Incubation Centre (ICGGV):** It is a platform setup to provide support to start-ups in their early stages. Incubation Centre is facilitating the student at three levels. At first level ICGGV Support 'prototype', at second level, filing IPR and developing a startup and at third level, IC helps in problem solutions.

- **Skill Development Cell:** The focus of the Cell is to develop vocational skills including creating opportunities, space and scope for the development of the talents of the young minds of GGV.
- **GGV Swabhimani Thali (GST):** It is a unique initiative; students studying in the university are given nutritious food daily for only ₹ 10. The objective behind this is to teach the art of management to the students.
- **Research and Development Cell:** In-order to develop an innovative ecosystem, the teaching-learning processes are integrated with innovation, skills, and research & development through effective strategy making. In this regard, GGV has established R&D cell and the formation of the Research Advisory Council (RAC) as per the UGC guidelines.
- **Technology Enabling Centre:**

Guru Ghasidas Vishwavidyalaya is situated in Chhattisgarh, the central part of India which accommodates 30.62 percent of tribal population of its total population. (Census India 2011). More than 40 percent (41.13) of land is covered with forest. The industrial development of the region should develop an ecosystem that thrives on tribal human resource and forest-based economy.

**Incubation Centre for Drone Technology:**

The centre's main focus is to promote & develop innovative solutions that can effectively address various challenges and develop sustainable drone-based solutions with emerging technologies for multiple use cases.

**Central Research Facility:**

The Central Research Facility (CRF) provides State-of-the-Arts sophisticated instrumentation for the Researchers working in various areas. The CRF has many sophisticated and analytical instruments required for Physical Sciences, Biological science, Chemical science, Pharmaceutical Science etc.

**Office of International Affairs:** The University has established the Office of International Affairs to attract international students.

## **Concluding Remarks :**

**The University aims to become a world leading Centre of teaching, learning, research and extension. Located in a socially and economically challenged region of India, the University has made a significant contribution to widening access to higher education for underrepresented social communities. Initiatives like skill development courses, innovation cell, qualified faculty members, state-of-the-art laboratories, multi-disciplinary approach, placement cell and innovative schemes like 'Atmanirbhar Chhattisgarh', are ensuring that our students are fully equipped to meet the demands of the job market. Students are also trained on human values, life skills and traits of Bharatiya Civilisation with the schemes like SHRAVAN online. With activities like NCC, NSS, Unnat Bharat Abhiyan, Ek Bharat Shreshtha Bharat we ensure that our students are committed towards nation building and national development with a positive attitude. The flagship project 'Swabhiman Thali', through which students are served food at just Rs.10 per plate. A visionary leadership, a transparent and participatory culture of decision making with adequate representation of women and students in all decision making bodies, committed faculty members, forward-looking and cooperative administration and a strong team spirit among all stakeholders ensure the best model of governance .**

**We are committed to implementation of National Education Policy 2020 in its true spirit. We have integrated experiential learning, have made internships mandatory in all programmes, have registered all our students to Academic Bank of Credit, have adopted blended mode of teaching, have signed more than 50 MOUs with national and international institutions of repute and have ensured that knowledge is generated and applied according to the Indian way of thinking and doing.**

**We, in GGV are committed to produce motivated, dedicated learners and prepare them to live in a multi-faceted globalizing world as an active and engaged global citizen and to empower them to overcome the unforeseen challenges of tomorrow- for themselves and for humanity at large.**

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.2.1	<p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p>1.2.1.1. <b>Number of new courses introduced during the last five years:</b>            Answer before DVV Verification : 2235            Answer after DVV Verification: 1776</p> <p>1.2.1.2. <b>Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b>            Answer before DVV Verification : 8181            Answer after DVV Verification: 8181</p> <p>Remark : As per supporting documents provided by HEI, Input modified</p>										
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</b></p> <p>Answer before DVV Verification : 92            Answer After DVV Verification :92</p>										
1.3.3	<p><b>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</b></p> <p>1.3.3.1. <b>Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years</b>            Answer before DVV Verification : 105            Answer after DVV Verification: 72</p> <p>1.3.3.2. <b>Total Number of programmes offered (without repeat count) during the last five years</b>            Answer before DVV Verification : 114            Answer after DVV Verification: 76</p> <p>Remark : As per supporting documents provided by HEI, Input modified</p>										
2.1.2	<p><b>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</b></p> <p>2.1.2.1. <b>Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1741</td> <td>1667</td> <td>1624</td> <td>1240</td> <td>1210</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1741	1667	1624	1240	1210
2021-22	2020-21	2019-20	2018-19	2017-18							
1741	1667	1624	1240	1210							

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1741	1667	1624	1240	1210

**2.1.2.2. Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2123	1955	1916	1420	1409

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2123	1955	1916	1420	1409

3.1.2 The institution provides seed money to its teachers for research (average per year)

**3.1.2.1. Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
259.86	6.76	26.25	2.06	2.04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
230.08	3.26	20.74	0.0	0.0

Remark : As per supporting document provided by HEI, Input modified

3.1.3 **Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Answer before DVV Verification : 108

Answer after DVV Verification: 99

3.2.1 **Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**



	<p>Answer before DVV Verification : 2980.75 Answer After DVV Verification :2980.75</p>
3.2.2	<p><b>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</b></p> <p><b>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years</b> Answer before DVV Verification : 340 Answer after DVV Verification: 340</p>
3.3.2	<p><b>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</b></p> <p>Answer before DVV Verification : 141 Answer After DVV Verification :32</p>
3.4.4	<p><b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b></p> <p><b>3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years</b> Answer before DVV Verification : 3278 Answer after DVV Verification: 3275</p>
3.4.5	<p><b>Number of books and chapters in edited volumes published per teacher during the last five years</b></p> <p><b>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years</b> Answer before DVV Verification : 3200 Answer after DVV Verification: 3194</p>
3.4.6	<p><b><i>E-content is developed by teachers :</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. For e-PG-Pathshala</i></b></li> <li><b><i>2. For CEC (Under Graduate)</i></b></li> <li><b><i>3. For SWAYAM</i></b></li> <li><b><i>4. For other MOOCs platform</i></b></li> <li><b><i>5. Any other Government initiative</i></b></li> <li><b><i>6. For institutional LMS</i></b></li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: A. Any 5 of the above Remark : As per supporting documents provided by HEI, Input modified</p>
3.6.2	<p><b>Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years</b></p> <p><b>3.6.2.1. Number of extension and outreach programs conducted by the institution through</b></p>

**organized forums including NSS/NCC with involvement of community year wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69	12	31	34	28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
66	10	30	33	28

**4.1.2 Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise 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:

2021-22	2020-21	2019-20	2018-19	2017-18
5621.24	1742.62	2460.67	1678.02	1247.98

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4876.40	1289.12	2460.47	1678.02	1250.54

Remark : As per supporting documents provided by HEI, Input modified

**4.2.2 Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**4.2.2.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
633.02	743.11	105.65	442.37	469.53

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
640.04	686.68	105.65	497.26	219.35

Remark : As per supporting documents provided by HEI, Input modified

4.3.2	<p><b>Student - Computer ratio (Data for the latest completed academic year)</b></p> <p>4.3.2.1. <b>Number of computers available for students usage during the latest completed academic year:</b>            Answer before DVV Verification : 1948            Answer after DVV Verification: 1948</p>																				
4.4.1	<p><b>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years</b></p> <p>4.4.1.1. <i>Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)</i>            Answer before DVV Verification:</p> <table border="1" data-bbox="308 669 1046 801"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>1664.66</td> <td>1438.48</td> <td>1428.55</td> <td>1360.85</td> <td>1390.22</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 882 1046 1014"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>1629.77</td> <td>1347.25</td> <td>1337.48</td> <td>1250.97</td> <td>1367.44</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1664.66	1438.48	1428.55	1360.85	1390.22	2021-22	2020-21	2019-20	2018-19	2017-18	1629.77	1347.25	1337.48	1250.97	1367.44
2021-22	2020-21	2019-20	2018-19	2017-18																	
1664.66	1438.48	1428.55	1360.85	1390.22																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1629.77	1347.25	1337.48	1250.97	1367.44																	
5.2.1	<p><b>Percentage of placement of outgoing students during the last five years</b></p> <p>5.2.1.1. <i>Number of outgoing students placed year wise during the last five years</i>            Answer before DVV Verification:</p> <table border="1" data-bbox="308 1214 1046 1346"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>956</td> <td>772</td> <td>512</td> <td>727</td> <td>675</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1426 1046 1559"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>892</td> <td>733</td> <td>477</td> <td>700</td> <td>658</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	956	772	512	727	675	2021-22	2020-21	2019-20	2018-19	2017-18	892	733	477	700	658
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956	772	512	727	675																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
892	733	477	700	658																	
5.2.3	<p><b>Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years</b></p> <p>(eg: NET/SLET/ Civil Services/State government examinations etc.)</p> <p>5.2.3.1. <i>Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)</i>            Answer before DVV Verification : 745            Answer after DVV Verification: 701</p>																				
5.3.1	<p><b>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be</b></p>																				

**counted as one) during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	11	14	9	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
48	11	13	7	10

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**

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
264	303	207	92	155

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
264	274	175	90	149

6.4.2 **Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V )**

6.4.2.1. **Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2670.84	1728.42	1292.42	1250	8383

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

2670.84	1728.42	1292.42	1250	8383
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## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b>            Answer before DVV Verification : 307            Answer after DVV Verification : 309</p>																				
2.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7918.92</td> <td>3924.21</td> <td>3994.87</td> <td>3481.24</td> <td>3107.73</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7146.21</td> <td>3323.05</td> <td>3903.60</td> <td>3426.25</td> <td>2837.33</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	7918.92	3924.21	3994.87	3481.24	3107.73	2021-22	2020-21	2019-20	2018-19	2017-18	7146.21	3323.05	3903.60	3426.25	2837.33
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